DOCUMENT RESUME

ED 467 173 JC 020 540

TITLE	Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate.
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.
PUB DATE	2002-00-00
NOTE	136p.; Also known as the "Local Senates Handbook." Adopted Spring 2002. Prepared by the Relations with Local Senates Committee, 2001-02. A Revision of an Academic Senate Document Adopted Spring 1997 authored by the Relations with Local Senates Committee, 1996-97.
AVAILABLE FROM	For full text: http://www.academicsenate.cc.ca.us/LocalSenates/Hb.htm.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	Administrator Role; *College Administration; College Faculty; *College Governing Councils; *Community Colleges; *Faculty Organizations; *Governance; Two Year Colleges
IDENTIFIERS	*Academic Senate for California Community Colleges

ABSTRACT

This handbook for the presidents of California community college academic senates addresses the California Academic Senate's history, state legislation pertaining to academic senates, the duties of local senate presidents, and strategies for increasing the effectiveness of academic senates. The Academic Senate in California began in 1963, with the adoption of an Assembly Concurrent Resolution that required the State Board of Education to establish academic senates for the purposes of representing faculty in the formation of policy on academic and professional matters. Current duties of a local senate president include: (1) being familiar with the statutory context in which the senate operates; (2) advocating for faculty interests; (3) promoting an effective relationship with the Board of Trustees; (4) maintaining contact with the Academic Senate for California Community Colleges; (5) maintaining effective relationships with other governance groups; (6) developing senate participation and leadership; (7) fostering communication; (8) securing resources to ensure senate success; (9) furthering efforts to appoint and retain qualified personnel; and (10) if necessary, meeting additional responsibilities for a multi-college district. Information is provided on how to conduct senate meetings, maintain communication with faculty, and facilitate faculty participation. Appended are sample forms, models of governance, goal statements, reports, resolutions, meeting agendas, and a brief introduction to parliamentary procedure. (RC)

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EMPOWERING LOCAL SENATES: ROLES AND RESPONSIBILITIES OF AND STRATEGIES FOR AN EFFECTIVE SENATE

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EMPOWERING LOCAL SENATES: ROLES AND RESPONSIBILITIES OF AND STRATEGIES FOR AN EFFECTIVE SENATE

- Adopted Spring 2002
A Revision of an Academic Senate Document Adopted Spring, 1997

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Special thanks to Janis Perry, Past President, Academic Senate for her initial work on the first Nuts and Bolts version published in 1997

The Academic Senate for California Community Colleges

Preamble

We, the faculty of the California Community Colleges, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interests of higher education in the state and to represent the faculty in all California Community Colleges at the state level.

From the American Association of University Professors document

Governance and Academic Freedom
Section V: The Academic Institution: The Faculty

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty."

5

Table of Contents

PREFACE 1

I. ACADEMIC SENATE RESPONSIBILITIES 2

A. The Academic Senate in California: A Brief History 2

B. The Legal Basis: Education Code, Title 5, and Local Implementation 4

1. Sections of Education Code and Title 5 Affecting Academic Senates 4

2. Incorporating the Law at the Local Level: Board Policy, Regulations, Delegation of Authority, and Senate/Union Relations 8

Sample Policy for Delegation of Authority Appendix A 51

Sample Governance Consultation Forms Appendix B 53

Sample Local Senate/Union Agreement Appendix C 56

II. YOUR DUTIES AS A LOCAL SENATE PRESIDENT 11

A. Job Description for a Local Academic Senate President 11

B. College/District Reports Requiring Senate Sign-off, Review or Vigilance 16

Reports and Documents Calling for Local Senate President's Signature and/or Senate Approval, Review or Vigilance Appendix D 57

C. Committee Appointments 17

III. Ensuring the Effectiveness of the Local Senate 19

A. Placement in the College's Governance Structure 19

Sample Models of Governance Appendix E 59

B. Constitutions and Bylaws 20

C. Effective Participatory Governance 21

1. Goal Setting, Status Reports and Annual Reports 21

Sample Goal Statements Appendix F 64

Sample Year-End Reports Appendix G 71

2. Local Senate Meetings 22

a. Compliance with the Open Meetings Acts 22

Some Relevant Portions of Law Appendix H 78

b. Setting and Posting Agendas 22

Sample Agenda Appendix I 82

(1) The Order of Business 23

(2) Public Comments at Meetings 24

(3) Posting Agendas 25

c. Conducting Senate Meetings 26

(1) Standing Rules 26

(2) About Parliamentary Procedures 26

Additional Information: Parliamentary Procedures Appendix J.... 89

(3) A Strategy for Conducting Discussions of Agenda Items 27

(4) Strategies for Voting on Agenda Items 27

d. Adapting the Resolution Process for Your Local Use 30

Academic Senate Resolution Process Appendix K 96

Sample Resolution Form Appendix L 100

Sample Summary of Local Senate Resolutions Appendix M 103

3. Keeping the Faculty Informed 32

4. Faculty Participation 36

a. Soliciting Faculty Participation 36

b. Maintaining Faculty Participation 39

5. Resources Available in Your Senate Files 40

D. Institutionalizing Your Senate's Effectiveness: 42

Seeking Technical Assistance to Ensure Compliance 42

Technical Assistance Appendix N 108

AAUP/Academic Senate Agreement Appendix O 112

IV. Linking the Local and District Senates to the Academic Senate for California Community Colleges 43

A. Functions of the Academic Senate 43

Consultation Process Appendix P 114

B. Area Divisions 45

Academic Senate Area Divisions 118

C. Role of the Relations with Local Senate Committee 45

D. Senate Institutes 45

8

E. Senate Plenary Sessions 46

1. Resolutions 46

2. Local Senate's Use of Academic Senate Resolutions 47

3. Disciplines List Special Procedure 47

Senate Delegate Roles and Responsibilities Appendix R 120

F. Participation on Academic Senate Committees 48

Academic Senate Committees/Chancellor's Office Committees, Task Forces & Advisory Committees Appendix S 123

Nomination/Application to Serve Form Appendix T 125

G. Nominations for Statewide Awards and Service 49

1. Academic Senate Awards 49

2. Service to the Board of Governors 49

H. Consultation Process 50

CONCLUDING THOUGHTS 50

APPENDICES 51

Preface

Congratulations on being elected as the senate president at your college! Your election is a statement of your faculty's trust and their faith in your leadership. Even if you have served your college before in this capacity, you will find the duties may have shifted. Thus, to assist you in assuming these new responsibilities, this document was compiled as a resource for you; it serves to remind you that you now join hundreds of others who, through their local senates and statewide service, assist the faculty and their students in the California community colleges. In this handbook, you will find information intended to supplement the wealth of data contained on the Website for the Academic Senate of California Community Colleges (http://www.academicsenate.cc.ca.us). We urge you to familiarize yourself with the site's contents; this document will make frequent references to materials contained on that Website or linked thereon. Contained on the pages of this handbook, you will find information about the legislation and regulations that affect academic senates (Part I); your unique responsibilities as a senate president (Part II); as well as suggestions for ensuring that your faculty can be most effective in meeting their academic and professional responsibilities (Part III). The appendices contain samples of materials you may duplicate or download* and modify as needed.

This document also affirms your link with the auspices of the Academic Senate for California Community Colleges—its Executive Committee and its office staff who are here to serve your needs. The last section in this handbook (Part IV) on the Academic Senate for California Community Colleges will remind you how our organization can assist you at the local level through its many publications, its Website, its plenary sessions, the institutes it sponsors, and, on your campus, through formal workshops and speakers, and informal visits and dialogue. We recognize that there is great variability among districts, and especially between large and small colleges. When you need to know what's working on campuses similar to yours, the Academic Senate for California Community Colleges can help put you in touch with leaders at those colleges. You

*This document appears in its entirety on the Academic Senate Website, on the Leadership page.

are free, at any time, to contact the statewide Senate through any of its Executive Committee members, whose phone numbers, mail and email addresses are provided in the annual senate Directory and on the Website. You can also call the Academic Senate Office with your requests, or contact your Area Representative or your representative on the Relations with Local Senates Committee. At least once each year, your representative on the Relations with Local Senates Committee will contact you personally to determine if there are issues with which the Academic Senate might assist you. Your Area Representative and Local Senates representatives will also keep you up to date on emerging statewide issues through regular emails, and will generally function as your most immediate "living link" to the statewide Academic Senate.

In becoming a local senate president, you have become bound to the statewide Academic Senate in a common determination to provide a quality education to over two and a half million students. Your job as a faculty leader will be challenging, but you are not alone: the Academic Senate for California Community Colleges welcomes you to the family of California academic senate leaders and stands ready to assist you in your efforts.

I. Academic Senate Responsibilities

A. The Academic Senate in California: A Brief History

A more full account of the growth and development of the Academic Senate for California Community Colleges can be found on our Website and in several publications authored by Edith Conn, who served as the Academic Senate's archivist. Briefly stated, however, this organization has its roots in an Assembly Concurrent Resolution adopted in 1963, asking the State Board of Education (which at that time had a junior college bureau) to establish academic senates "...for the purposes of representing [faculty] in the formation of policy on academic and professional matters ...". While there were at the time local academic senates, this resolution gave senates legal recognition and a specific jurisdiction—academic and professional matters. At that time there were also several statewide faculty organizations: the unions, California Teachers Association (CTA) and California Federation of Teachers (CFT), and what is now Faculty Association of California Community Colleges (FACCC) (then called CJCFA - the California Junior College Faculty Association). There was also the California Junior College Association (CJCA), now the Community College League of California (CCLC), which then had a faculty component, though it now represents the CEOs and Trustees at the state level. Many of these organizations supported the formation of local senates, and in 1967, legislation was enacted to create the Board of Governors and the Chancellor's Office for the California Community Colleges.

In 1968 Norbert Bischof (Math and Philosophy, Merritt College), called the first statewide meeting of local academic senate presidents to explore ways to create a state senate to represent local senates at the Chancellor's Office and before the Board of Governors. Working with Ted Stanford (now deceased), Bischof wrote a constitution for the Academic Senate, which was adopted in May 1968, ratified statewide, and approved by the Board of Governors in October 1969; the Academic Senate incorporated as a nonprofit organization in November 1970.

These organizational milestones, and many others detailed on the Website, prepared the Academic Senate for the new responsibilities to arise out of the 1986 report of the Commission for the Review of the Master Plan for Higher Education, focusing exclusively on the community colleges. This document, *The Challenge of Change: A Reassessment of the California Community College*, led the way for the great reform legislation, AB 1725 passed by the legislature in 1988, giving many new responsibilities to both local senates and the Academic Senate for California Community Colleges. Subsequently, the remarkable document California's Faces, California's Future (1989) supported this community college reform and contextualized the Master Plan within California's shifting demography.[1] The legislation resulted in the July 1990 adoption of Title 5 Regulations, "Strengthening Local Senates." The Academic Senate and the trustee's organization the Community College League of California (CCLC), issued a Memorandum of Understanding that offers a joint interpretation of these regulations. This document was adopted at the 1992 spring session of the Academic Senate. Subsequently, a revised Q&A document was jointly produced with CCLC and adopted by the Senate at the Fall 1998 Plenary Session; this document appears on the Academic Senate Website. A companion document applies the interpretations to specific scenarios. Those earlier legislative actions and their subsequent codification in Title 5, as well as the legal and interpretive documents that emerged provide the framework for the discussion below.

In the landmark legislative package that was AB 1725, the California community colleges were uncoupled from K-12 and given status as institutions of higher education. In so doing, the legislature substituted pre-and post tenure reviews, lengthened the tenure period, and strengthened the role of the local academic senates as central to the effort of institutional development. Contained on the Academic Senate Website's Leadership page is the remarkable piece of legislation—and its significant intent language or what the legislators wished to see accomplished under the official chapter language of the law. All college leaders should be familiar with this document.

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[1] For a more extensive treatment of the significance of California's Master Plan, see "Why the Master Plan Matters," *Rostrum*, April 2001.

B. The Legal Basis: Education Code, Title 5, and Local Implementation

The roles and responsibilities of the local senates and their faculty are spelled out in several venues:

At the State Level:

- **Education Code:** These laws are a result of legislation—and can be modified only by subsequent legislative action. They appear in their full text, including the intent language of the original author(s), on the legislature's Website, www.ca.leginfo.gov.
- **Title 5:** The policies and regulations of the Board of Governors, and their interpretations and strategies for implementation of Education Code, are contained within this collection. They are published as part of the California Code of Regulations (at http://ccr.oal.ca.gov) or are available on the Academic Senate Website. These Title 5 regulations have the force of law, though they can be modified by action of the Board of Governors without legislative intervention. In addition, the Board of Governors enacts "Standing Rules" that instruct the Chancellor's Office on how to carry out its functions.

1. Sections of Education Code and Title 5 Affecting Academic Senates

The following table summarizes some of the significant segments of the California Code of Regulations and the Title 5 Regulations. While we have excerpted portions of these laws in this document, we urge you to familiarize yourself with the full text of these regulations as they appear on the Websites accessed through the Leadership page. These important legal strictures are designed to ensure faculty's full participation in the educational process that is the community college.

Defining and Understanding the Role of the Academic Senate
Education Code:

Selected Passages Specifying the Roles of the Academic Senate

Section 70902 (B)(7) Governing Boards; Delegation

The governing board of each district shall establish procedures to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration, and the right of *academic senates* to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Section 87359 (B) Waiver of Minimum Qualifications; Equivalency

The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the *academic senates*. The process shall further require that the governing board provide the *academic senates* with an opportunity to present its views to the governing board before the board makes a determination.

Section 87360 (B) Hiring Criteria

Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by the representatives of the governing board and the *academic senates*.

Section 87458 (A) Administrative Retreat Rights

The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the *academic senates*. The process shall further require that the governing board provide the *academic senates* with an opportunity to present its views to the governing board before the board makes a determination.

Section 87610.1(A) Tenure Evaluation Procedures

The faculty's exclusive representative shall consult with the *academic senates* prior to engaging in collective bargaining regarding those procedures.

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Section 87663 (F) **Evaluation Procedures**

The faculty's exclusive representative shall consult with the *academic senates* prior to engaging in collective bargaining regarding those procedures.

Section 87743.2 **Faculty Service Areas**

The exclusive representative shall consult with the *academic senates* in developing its proposals with regards to faculty service areas.

Section 53200 **Definitions**

Academic Senate means an organization whose primary function is to make recommendations with respect to *academic and professional matters*.

Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Consult Collegially means that the district governing board shall develop policies on *academic and professional* matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Section 53203 Powers

A) The governing board shall adopt policies for the appropriate delegation of authority and responsibility to its college *academic senate*.

B) In adopting the policies described in section (a), the governing board or designees, shall consult collegially with the *academic senate*.

C) While consulting collegially, the *academic senate* shall retain the right to meet with or appear before the governing board with respect to its views and recommendations. In addition, after consultation with the administration, the *academic senate* may present its recommendations to the governing board.

D) The governing board shall adopt procedures for responding to recommendations of the *academic senate* that incorporate the following:

1. When the board elects to rely primarily upon the advice and judgment of the *academic senate*, the recommendation of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

2. When the board elects to provide for mutual agreement with the *academic senate*, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

E) An *academic senate* may assume such responsibilities and perform such functions as may be delegated to it by the governing board.

F) The appointment of faculty members to serve on college committees shall be made, after consultation with the chief executive officer or designee, by the *academic senate*.

In addition to these regulations, other sections of Education Code identify responsibilities the academic senate has, for example, in working with the local bargaining unit, in considering staff and student input, and in meeting both obligations and privileges delegated to the senate.

2. Incorporating the Law at the Local Level: Board Policy, Regulations, Delegation of Authority, and Senate/Union Relations

Board Policy and Regulations

The state laws and regulations noted above are further encoded by your local board of trustees. Education Code and Title 5 grant certain powers and call for specific actions on the part of local boards. Local boards may enact: Board Policies and Rules and Regulations (Strategies for Implementation).

Moreover, those state laws and regulations often clearly stipulate the role that your local senate must play in formulating and revising local policies and regulations, particularly if they were generated by mutual agreement between the board and your senate. While many districts post their local policies and regulations on their Websites, you will want to secure full and current copies of these documents for your local senate files and to ask for periodic updates to ensure that your copies accurately reflect any recent board action.

Delegation of Authority

The most significant of these board policies is the one in which your previous academic senate officers and your board of trustees stipulated the delegation of authority in accordance with Title 5, §53200; samples of such policies appear in Appendix A. These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law and your local policy is to assure "effective participation" of all relevant parties, and to ensure that the local governing board engages in "collegial consultation" with the academic senate on matters that are academic and professional in nature. Often called the "shared governance" policy, that term does not appear in statute and, in fact, may contribute to misunderstandings; some administrators or other affected parties misinterpret the regulations to call for equal voice or mandatory consensus on all matters, even when those are academic and professional matters over which the faculty have privilege and primacy. "Effective participation" means that affected parties must be afforded opportunity to review and comment upon recommendations, proposals, etc.; having given due and reasonable

consideration to those comments, however, the academic senate shall retain its primacy in the 10 + 1 items noted earlier on the chart and need not adopt, accommodate, or reach consensus on concerns raised by other constituent groups. To attest to the fact you have afforded other groups opportunity to review your proposals, you may wish to adopt a procedure and sign-off sheet such as those included in Appendix B.

Your local policy is important for you and your senators to review annually so that all understand which of the 10 +1 items of academic and professional nature are defined as "rely primarily" and/or which are "mutually agreed." While the concepts of mutual agreement have their genesis in labor law and hence are more restrictive, there are significant differences between consequential application of each methodology.

If, for example, your governing board has elected to "rely primarily" upon the recommendation of your local senate for one or more of the 10 + 1 items, the board must ordinarily accept the senate's recommendations, EXCEPT when "exceptional circumstances and compelling reasons" may exist. Participating Effectively in District and College Governance, a document written by a joint task force of representatives of the California Community College Trustees (CCCT), the Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate for California Community Colleges, makes the following point about these two concepts, "exceptional circumstances" and "compelling reasons":

> The regulations do not define the terms...and these terms are not intended to have a legal definition outside the context of this law....These terms mean that ...in instances where a recommendation is not accepted[,] the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (p. 4, Question 12) [Note: for a full copy of these discussions, please visit the "Scenarios to Illustrate Effective Participation in District and College Governance" document available on the Academic Senate Website.]
>
> On the other hand, where the board has adopted a policy of mutual agreement on any or all of the 10 + 1 items, the board may not act without having reached agreement with the senate, except when the existing policy "exposes the district to legal liability or causes substantial fiscal hardship." In these circumstances, a board may act without reaching mutual agreement provided that it has made a good faith effort to reach agreement and has "compelling legal, fiscal or organizational reasons" to act without waiting any longer for agreement. (p. 5, Question 14)

As these matters continue to be confronted, and as districts' nuanced interpretations of these regulations come to light, these topics are routinely addressed at the Academic Senate's annual Leadership Institute, as well as in many publications available on our Website. Appendices A and B offer samples of local policies and procedures to ensure collegial consultation and mutual agreement are reached.

Senate/Union Relations

The academic senate and your campus' collective bargaining agent (union) work together for the benefit of faculty, but questions often arise concerning the roles of the respective organizations. Put in its simplest terms, the academic senate represents the faculty in academic and professional matters, and the collective bargaining agent represents the faculty regarding working conditions.

More specifically, the academic senate represents the faculty in the eleven specific areas defined by Title 5 §53200-204. In addition, the Education Code assigns myriad additional responsibilities to academic senates, such as minimum qualifications and equivalency processes, faculty hiring, faculty evaluation and tenure review, administrative retreat rights, and faculty service areas. The collective bargaining agent represents the faculty in such areas as workload, assignment, working hours, academic calendar, and salary and benefits. Typically, the role of the collective bargaining agent is evident in the agreement between the union and the district.

Do these roles overlap? Yes, and in a variety of ways. For example, "policies for faculty professional development" is one of the academic and professional matters assigned to the academic senate by Title 5. But many collective bargaining agreements also address such areas, particularly with respect to flex service—though the focus might tend more toward the legal aspects (service obligations, etc.) Likewise, sabbatical leaves (terms, application process, requirements, pay) are typically addressed in the collective bargaining agreement. However, as faculty professional development is among the academic and professional matters, some local senates elect the sabbatical committee chair and may appoint committee members, which has the effect of making the sabbatical committee a senate committee. A reminder: having a senate committee's status protected by the contract does not make it any less a senate committee. The contract language would ensure that the local senate would retain its right to appoint and report and to render decisions.

These are only two examples of how the local academic senate and the collective bargaining agent commingle their responsibilities. Those are further entangled as, the Education Code requires that bargaining agents consult with the academic senate's prior to

engaging in bargaining on evaluation, tenure review processes and faculty service areas. Additionally, the bargaining units should consult with the senate prior to negotiations to determine if there are additional areas of mutual interest and concern to be placed on the table. Some senates and unions may wish to establish joint committees or issues-oriented task forces to exchange information (see Appendix C). Other useful suggestions are contained in the Academic Senate paper, *Developing A Model for Effective Senate/Union Relations* (1996). Remember that each organization has its primary area of responsibility and focus, and that each may (and likely will) approach issues differently. Remember, too, that each organization represents the same group of people. Faculty interests are best served when the two faculty representative groups work cooperatively with each other."

II. Your Duties as a Local Senate President

The following job description is not intended to be all-inclusive or wholly reflective of your particular college culture, nor does it reflect additional responsibilities of local senate presidents who are also part of a district senate structure. These general responsibilities have been compiled over the years as a reflection of the collective experiences of other local academic senate presidents; they recognize that their experiences—their courage under pressures, their collaboration, their omissions, their vigilance (or lack thereof) have implications not only for the local presidents who follow them but for other senate presidents across the state who later encounter similar circumstances. This list, then, offers you a starting place from which to shape questions about your new responsibilities; it should not be taken as an official job description against which you should be measured, but rather as a checklist of responsibilities others have encountered. This list is not intended to overwhelm you; indeed, many of these responsibilities may be justly delegated to others. They are, however, responsibilities that must be completed.

A. Job Description for a Local Academic Senate President: General Duties

As local senate president your duties include:

Being Familiar with the Statutory Context in which the Senate Operates

- Protect and honor the governance responsibilities that include but are not limited to providing representation on all college and district committees related to Ed Code and Title 5 mandates:
  a. degree and certificate requirements

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b. curriculum including establishing pre-requisites and placing courses in disciplines

c. grading policies

d. faculty roles and involvement in accreditation processing including self study and annual reports

e. educational program development

f. standards or policies regarding students success

g. district and college governance structures as related to faculty roles

h. policies for faculty professional development activities

i. processes for program review

j. process for institutional planning and budget development

k. others as mutually agreed upon

- Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts.
- Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Identify and address regulatory issues (e.g., Education Code, Title 5, etc.) as they relate to academic and professional matters and organize a faculty response in a collegial and timely manner.
- Adhere to the specific institutional responsibilities outlined in local constitution and by-laws.
- Ensure the timely publication of the senate agenda to comply with the Open Meetings Acts.
- Disseminate other documents (minutes, reports, supportive evidence, etc.) pertinent to committee or senate discussion and action.

- Implement college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.

Advocating for Faculty Interests

- Serve as the official spokesperson and advocate for the faculty in academic and professional matters.
- Work to resolve concerns of individual faculty members or to refer faculty members to the bargaining unit on matters of wages or working conditions.
- Provide initiative in identifying and pursuing important institutional issues.
- Meet regularly with the Superintendent/President and the Vice Presidents and with other administrative staff as needed.
- Advocate for appropriate staff development funding, and ask to have such funding called out and earmarked in appropriate grants calling for your signature.
- Archive the senate's historical records.
- Register senate endorsement of certain important documents sent to relevant authorities, e.g., Matriculation Plan, Accreditation Self-study and Annual Report.

Promoting an Effective Relationship with the Board of Trustees

- Attend and participate in meetings and retreats of the Governing Board or college administration.
- Serve as the primary source of recommendations to the Governing Board on academic and professional matters.
- Develop recommendations relating to academic and professional matters for presentation to the Board.

Maintaining Contact with the Academic Senate for California Community Colleges

- Attend and participate in the fall and spring Academic Senate Plenary Sessions, and the Area Pre-session meetings, providing for an official voting delegate.

- Interact with the Academic Senate for California Community Colleges and senates of other California community colleges.
- Attend institutes of the Academic Senate for California Community Colleges, e. g. Summer Institute for Academic Senate Leadership, and ensure that senate representatives attend other such institutes, e.g., Curriculum, Technology.
- Seek information about the deliberations of systemwide organizations that may impact California community colleges.
- Remain vigilant about legislation affecting the California community colleges.
- Ensure good relations with the bargaining agent.
- Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.

Maintaining Effective Relationships with Other Governance Groups

- Ensure good relations with the bargaining agent.
- Work with the bargaining agent in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Work to ensure the effective participation of staff and students in the areas that have substantial effect on them.

Developing Senate Participation and Leadership

- Conduct orientations of new faculty to explain the functions of the local senate.
- Meet with new senate members once a semester for the first year to discuss any problems and to further familiarize them with collegial governance.
- Encourage other faculty to participate in the events sponsored by the Academic Senate.

- Provide leadership to senate, college, and district-wide committees to ensure productive and efficient completion of tasks and regular reporting to the senate as a whole.
- Coordinate and cause to be conducted the election of local senate officers.

Fostering Communication

- Engage in ongoing discussions with faculty on the issues of the day.
- Facilitate in developing and airing faculty views.
- Facilitate communication among the Faculty and with Administration and the Governing Board.
- Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner.
- Engage in and keep record of local senate correspondence, including electronic communications.
- Encourage the maintenance of a local senate website, if possible.
- Communicate with and responding promptly to requests for information from the Academic Senate for California Community Colleges.

Securing Resources to Ensure Senate Success

- Assure adequate resources for the Senate and manage them.
- Develop agendas for and conduct meetings of the academic senate.
- Allocate the use of staff support of the senate.
- Archive senate and college materials, using, perhaps both a "chron file" (listed chronically by date of receipt or action) and a topic file; compile a master list of senate files, and employ a check-out system for faculty who wish to "borrow" documents or files. [Too often, the college's institutional memory would be lost were it not for the archival content of the senate files.]
- Assist in the orderly transfer of authority to the senate president-elect.

Furthering Efforts to Appoint and Retain Qualified Personnel

- Participate in the search and selection of candidates to fill administrative positions.
- Appoint faculty representatives to college and district-wide committees.
- Participate, as permitted by law, in the evaluation of staff, including administrators with whom you work, as well as staff serving the local senate.
- Assure effective faculty participation on various institutional groups, e.g., Matriculation Committee, Department Chairs, Staff development.

Your Responsibilities Within a Multi-college District

In addition to the responsibilities noted above, if the various campuses of your district have agreed to create a District Senate, as local senate president you will have these additional duties:

- Serve as the representative of your campus.
- Serve or appoint others to serve on district committees as requested by the chancellor or district-level administrators.
- Be responsible to see that board rules, particularly those governing curriculum and hiring processes, are adhered to both at the district and campus level.
- Be the major conduit for district-wide information that must reach your faculty—and sometimes other constituencies—in a timely manner.
- Advise the district on your senate's position on present and emergent policy matters.

B. College/District Reports Requiring Senate Sign-off, Review or Vigilance

Appendix D contains listings of reports or documents calling for the local senate president's signature and/or senate approval, as well as materials requiring senate vigilance as they move through administrative channels, often without required, local senate review. While we have provided tentative due dates as of this publication, these reports are often fluid and districts may sometimes apply for reporting extensions. Further, new action by the legislature or the Board of Governors may eliminate or increase the reporting obligations

of your college. Use Appendix D as a starting point to inquire about the responsibilities you may share with the offices of financial aid, matriculation, transfer centers, economic development, research and grants, and elsewhere across the campus.

Grant applications often require your signature to attest that the faculty has considered the academic implications. In practice, many local senate presidents report that administrators or grant-seeking faculty solicit needed signatures only days or hours before the document is due; other applicants may submit reports or forms without documentation, necessary budget information, or other essential information. To avoid these pressing circumstances, the Academic Senate recommends the following techniques:

- Inform the college faculty and administrators that materials calling for your signature and/or approval must be **submitted in their entirety** at least 5-7 days in advance of the intended mailing or submission date.
- Refuse to sign materials that are incomplete or are proffered in circumvention of your established process. It's professional to just say, "No."
- Insofar as possible, inform the faculty or administrators that such materials will be taken to the next senate meeting or officers' cabinet meeting as stipulated by your particular bylaws or standing rules. "I'll have to get back to you," is an acceptable and responsible statement.
- Remember and invoke the clichéd expression of resistance: "Failure to plan adequately on your part does not constitute an emergency on my part."

C. Committee Appointments

All faculty appointments, other than those specifically called out as being appointed by the bargaining unit, are to be appointed by the local senate president; appointments to non-senate committees are made by the academic senate after consultation between the local senate president and the college president or chancellor. Commonly among such committees and task forces to which faculty are appointed are these:

College Level
Accreditation
Affirmative Action Committee
Budget Committee
Campus Safety
College Bookstore/Cafeteria Committees

College District Planning
College Foundation
Curriculum Committee
Distance Education Committee
Facilities Committee
Faculty Hiring Committees
Faculty Hiring Prioritization Committee
Faculty and Administrative Evaluation Committee
Institutional Planning Committee
Master Plan Committees (Facilities, Education)
Matriculation Committee
Program Review Committee
President's Cabinet/Council
Research Committee
Staff Development Committee
Technology Committee

District Level

Calendar Committee
Chancellor's Council Committee
District Budget Committee
District Curriculum Committee
District Faculty Priorities and Hiring Procedures Committee
District Facilities
District Foundation Committee
District Marketing
District Planning Committees
District Student Services
Equivalencies [Note: may be a college-level committee as well]
Technology (and District Distance Education) Committees

Other *ad hoc* committees as needed on policy changes recommended by the board or chancellor, or individual issues forwarded by a college within the district.

III. Ensuring the Effectiveness of the Local Senate

A. Placement in the College's Governance Structure

As we have discussed earlier, Education Code and Title 5 clearly shape the position of the local senate within the college's governance structure (Appendix E). That delegation of authority places the local academic senate in a unique position: you have direct access to the board of trustees and can bring forward items to be placed on the board agenda without filtering by other administrators; your voice as faculty **must** be given primacy on the academic and professional matters called out in Education Code and Title 5 (See Part I, Section B. 1. of this document). A remark made earlier bears repeating:

> "Effective participation" means that affected parties must be afforded opportunity to review and comment upon recommendations, proposals, etc.; having given due and reasonable consideration to those comments, however, the academic senate shall retain its primacy in the 10 + 1 items…and need not adopt, accommodate, or reach consensus on concerns raised by other constituent groups. ("Delegation of Authority," Part I. B. 2.)

Yet, even with the clear language in regards to the role of the senate in governance, you may find yourself in a situation where academic and professional matters are agendized for a meeting of a college council or similar all-campus governance group. If the academic and professional matters are agendized for information/general discussion and comment, that in itself is not necessarily cause for concern or alarm. On the other hand, if those academic and professional matters are agendized for some type of action or a recommendation to the board or your chancellor/ superintendent or president, that would not be appropriate.

Under these circumstances, as senate president, you must dissuade them from taking "action," using the opportunity to educate the committee as to the privilege and primacy of the academic senate on these matters. You may wish to distribute the portions of Title 5 §53200 shown on page 5 of this document; you may further urge them to declare this matter an academic and professional matter, indicating their acknowledgement of your official status on the issue at hand. While you welcome and even want to encourage the interest and opinions of your classified staff colleagues, management colleagues, and students, the recommendation will come from the official voice of the faculty—the academic senate—on these academic and professional matters. An observation made by the Academic Senate/ CCLC document seems useful here:

> Many colleges have found coordinating councils useful, but some cautions are warranted…a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision." (Question 18, *"Participating Effectively in District and College Governance"* Academic Senate/CCLC, 1998)

Clearly, a communication channel that permits timely and orderly exchange of information at every level of the governance structure is critical to your work as a senate officer. As the local senate president, your primary responsibility is first to ASK your senate to deliberate on policy and procedural questions that affect academic and professional matters, enabling you to act as both the principal watchdog for the faculty and their chief spokesperson, *once the senate has voiced its stance.* At the same time, a senate president must avoid appearing to speak for the senate prematurely, for administrators may have a tendency to assume that if they have consulted with the senate president, they have consulted with the senate itself. Local senate presidents must be nimble, articulate, persuasive, diplomatic, but most of all, determined.

B. Constitutions and Bylaws

Each local academic senate needs a constitution, and each would benefit from having a set of bylaws in place, as well. Though the terms are sometimes used interchangeably, technically the constitution of an organization sets out the fundamental principles that govern a group's nature, function and limitations of governance. A constitution also explains how the body is "constituted," and it typically defines who the officers are and how they are selected for (or removed from) office. Thus, the constitution might identify the purposes of the local academic senate and define which officers comprise the senate's executive committee.

Bylaws, on the other hand, are guidelines or operating procedures to implement the constitution. Bylaws spell out precise things the organization does in conducting its business, and bylaws may even specify the time period during which they will be done. Thus, a typical set of bylaws will articulate the senate's election process, including the composition of the election committee, voting procedure, vote counting procedure, duration of the election period, announcement of results, and assumption of office by elected faculty. Typically, bylaws also

address development and distribution processes for meeting agendas and any other similar procedural matter.

The Academic Senate Website offers several examples of both constitutions and bylaws that local senates can use to develop or revise their own documents.

C. Effective Participatory Governance

While earlier we intimated something about the legal nature of effective participatory governance (see "Delegation of Authority"), we offer in this next section some strategies to ensure that the senate itself benefits from effective participation. To be wholly effective and participatory, the senate must see your own leadership as open, encouraging of a free exchange of information, respectful of those who express divergent, even unpopular points of view. In exchange, as faculty serve the senate on committees and task forces, they must report back to and receive their direction from the senate: they must carry forth the expressed will of the local senate.

1. Goal Setting, Status Reports and Annual Reports

Many local senates determine annual goals, building upon the subsequent years' achievements, as well as residual tasks yet to be completed. If your senate has not considered developing a workplan for the year, a good place to begin is with an examination of senate responsibilities as detailed in statute and policy. Appendix F-1 illustrates how a poll of faculty at one college was predicated on those defined responsibilities; based on those obligations, faculty determined what areas needed their attention and thus formulated specific goals for the year (Appendix F-2).

Once the senate (or its officers, depending upon your bylaws) has articulated and publicized its goals, the senate will want to examine its progress periodically and produce a year-end report that can be shared with all faculty as well as with other governance groups and the local board. This annual report, such as those appearing in Appendix G, complete with any recommendations for the coming year, provides the foundation for subsequent senates and their officers and permits them to set priorities that are proactive rather than reactive.

2. Local Senate Meetings

a. Compliance with the Open Meeting Acts

One of the obligations local senate presidents encounter with some trepidation are the requirements of the Open Meetings Act (Government Code §§54950-54960.5), also called the *Ralph M. Brown Act,* as well as the Bagley-Keene Act (Government Code §11120 et seq.), cited as the Bagley-Keene Open Meeting Act governing "state bodies." The latter law has been recently revised to accommodate exchanges of information through teleconferencing and Internet posting; it is worth reviewing as an indication of how technology-mediated meetings must conform to the spirit of the open meetings laws.

These two laws have direct bearing on how the state Board of Governors, and districts, advisory groups to elected officials (including the local senates), and subcommittees of those groups must conduct their business. You will want to familiarize yourself with these two acts, available on numerous Websites, including http://www.leginfo.ca.gov (click on "California Law"). You will want to review and determine how these sections will shape how you convene your senate, and how you monitor other meetings you attend. Of particular interest, then are these sections:

- groups covered by these laws
- notice of meeting
- closed and open sessions
- actions requiring remedy
- options if these laws are being violated

For your convenience, Appendix H contains excerpted portions, either quoted or summarized, of particular interest and urgency, followed by notations about their applicability to your local circumstances. These significant excerpts are derived from the full text. More information appears on the Leadership page of the Academic Senate Website.

b. Setting and Posting Agendas

While the Open Meetings Acts outline the legal responsibilities for posting of an agenda, they do not fully spell out acceptable or pragmatic suggestions for setting and subsequently posting agendas for meetings of the local senate or its standing committees. Generally, the president meets with officers prior to the 72 hour deadline for posting of

the agenda; at that time, the officers can identify carry-over items, new business, needed reports, and other matters of business called for by faculty or even administrators who have asked to have an item placed upon the agenda. While the determination of the agenda is conventionally the prerogative of the president alone, consultation with other officers is helpful. Moreover, to encourage faculty deliberation of academic and professional matters, and to ensure the effective participation of other governance groups as required by law, the local senate should extend an open, standing invitation to the college community to present items to be considered for placement on an agenda. Some local senates hold regular Executive Council or Cabinet meetings on the "off" weeks to plan their agendas for the forthcoming weeks and to take up urgent matters. Such meetings provide a convenient deadline for the submission of items to be considered at future meetings.

District senates face the same obligations—and strategic dilemma—as campus senates do. Agendas are generally distributed to the local senate presidents and committee chairs (e.g., curriculum) on each campus; the obligations of additional posting then fall to the local senates. Electronic posting of agendas makes it possible to email them to all faculty, depending upon local choice or need.

(1) The Order of Business

The order of business of your senate meeting may well already be spelled out in your local senate bylaws or you may use the standard order of business recommended under the parliamentary procedures outlined in *Roberts Rules of Order.* Appendix I offers sample agendas, but a common pattern to order the meeting follows:

Call to Order
Public Commentary
Record of the Previous Meeting
Agenda of the Current Meeting
Consent Calendar
Reports of Standing Committees
Reports of Special Committees
Special Orders
Unfinished Business
New Business
President's Report
Announcements and Open Forum
Adjournment

(2) Public Comments at Meetings

A significant feature of the sample agenda above is its placement of public commentary, a requirement of the Open Meetings Acts. The laws permit the body to determine the placement and manner of public commentary; in other words, the local senate can determine for itself the length of time allotted to each speaker, as well as the placement on the agenda when non-senate members can address the body on matters both on the agenda or on matters of a more general nature. In the example above, the "Public Commentary" is intended to elicit comments on matters on the agenda for the current meeting, while the "Open Forum" section permits visitors—and senators—to bring to the floor matters not currently on the agenda, though action may not be taken on such items. Again, the law permits you to establish time limits. Significantly, however, the law is explicit in its insistence that speakers do NOT need to sign "permission to speak" slips or in other ways provide identifying information about themselves other than on the most voluntary basis. While this is less likely to be of concern during local senate meetings, it is occasionally a ploy of governing boards to restrict the freedom of redress by its citizens.

As you weigh the options your local senate has, consider these strategies adopted by local senates throughout the state:

- Permit non-senators (including faculty, students, administrators, or other interested parties) to address the body on agenda items only at the beginning or the end of the meeting:

  Advantages: makes it more convenient for non-senators who may find it difficult to remain through the entire meeting until the agenda item of interest to them comes up.

  Disadvantages: earlier comments will not be as fresh when the item comes up for discussion later in the agenda; commentators lose opportunity to hear and participate in the more full debate on the issue; speakers may be rushed or discouraged from participation when public

- Permit non-senators (including faculty, students, administrators, or other interested parties) to address the body on agenda items as those items appear on the agenda. Again, even under this arrangement, there are options: do they speak before the senators, during the debate, or only at the end of the discussion prior to any vote taken?

  a. In the first arrangement, non-senate participants who speak before the senators begin their debate enable the senators to be fully informed about the views of others and to respond to their comments or questions.

b. If allowed to participate in the debate itself, outside voices can raise pertinent questions and provide points of information or clarification. However, their voices may receive undue weight and extend their participation beyond any established time period generally allotted for "public commentary."

c. If non-senate participants are asked to withhold their comments until the senate has conducted its debate, important observations may not be shared or may not subsequently be subject to refutation or rebuttal by the senate.

- Permit non-senators (including faculty, students, administrators, or other interested parties) to address the body on matters of interest not on the agenda at the end of the meeting or in writing.

- Create and use consultation forms to be circulated among other governance groups to afford them due opportunity to review and comment and provide written or oral testimony at senate meetings if necessary. Sample forms are included as Appendix B.

- Create combinations of these strategies to reflect your campus culture while ensuring broad and effective participation. As is indicated in the sample agenda above, the Public Commentary segment invites comments on agenda items prior to debate, while the "Open Forum" section permits both visitors and senators to introduce matters of concern that will, most likely, be added to a future agenda, if a matter of senate purview.

(3) Posting Agendas

The appropriate and reasonable posting of the agendas is perhaps one of the most contested of the Open Meeting Acts requirements. If the law seeks to permit full and effective participation of the community served, the local senates must identify the means and location of posting to enable interested parties to attend the meeting or to communicate with their elected representatives prior to the scheduled meeting. This obligation is even more critical for colleges with affiliated centers or for district senates having multiple colleges with whom they must communicate. Among the effective means of posting senate agendas are these:

- a bulletin board near the local senate office, in an administrative area, or other boards accessible and available to the college community, perhaps at several locations on a larger campus.

- an email posting to the entire college faculty, staff, and student government
- a website posting on the local senate website, in a form that can be easily downloaded or reproduced.
- combinations of these methods.

Not in the spirit of the law: bulletin boards in offices or other areas inaccessible to the general public for much of the day or week; affixed to interior windows or behind other barriers that do not permit viewing of the full document; obscured by other documents or postings

c. Conducting Senate Meetings

(1) Standing Rules

Local senate presidents, usually in conjunction with other officers, can generate local senate standing rules. Generally, the body need not adopt these, but good practice may persuade you to discuss these rules before implementing them. Standing rules may never circumvent or supercede law, local policies, or bylaws; they can, however, enable you to prescribe implementation strategies: who speaks, in what order, for how long, under what conditions, how agenda items may be submitted and by when, etc. Standing rules can also stipulate deadlines for materials submitted for senate consideration or for your signature as senate president.

(2) About Parliamentary Procedures

Having established and posted an agenda, you will find it useful to review the use of parliamentary procedures. In their excellent reference work, *The Practical Guide to Parliamentary Procedure* (2nd Edition), Edward S. Strotherland and David W. Shepard point to four essential benefits offered by parliamentary procedure. They argue that parliamentary procedure is:

an orderly way to conduct the affairs of an organization;
a way to determine the will of the majority;
a way to protect the minority;
a way to protect the rights of an individual member.

Some groups, particularly smaller committees, avoid using parliamentary procedure because of their misperception that it will inhibit their business. Such is not the case; in fact, parliamentary procedure will help move business, particularly if the senate president or committee chair assists the group participants in remembering these simple guidelines:

Listen Carefully: The senate president or chair will clarify what ideas (motions) are "on the floor," and declare what sorts of comments are germane to a particular motion.

Ask Questions: The Academic Senate, at its plenary meetings, provides a parliamentary mike at which observers may ask the presiding officer what is happening, what sort of motion is relevant to the discussion, how to properly accomplish a desired goal, or how to challenge a ruling or determination. Participants at your senate meeting should be encouraged to seek such clarification, and if not provided by your bylaws, your parliamentarian might make clear to those attending how to ask questions during discussion of business.

Speak To The Point: The senate president or chair will ensure that remarks apply to the specific motion on the floor or, if not, are ruled "out of order."

On the next page we offer a brief illustration (Illustration 1) of how commonly used parliamentary motions may be responded to within your senate. Appendix J offers additional helpful information from the Academic Senate's official Parliamentarian about conducting the meeting under parliamentary procedures.

(3) A Strategy for Conducting Discussions of Agenda Items

To expedite discussions during your meetings, you may wish to consider Standing Rules to provide order while ensuring that effective participation occurs. We have noted that the senate may determine time limits and establish who may speak and under what conditions. The Academic Senate, at its plenary sessions, asks members wishing to speak to an item to queue before a "pro" microphone on one side of the room, or at a "con" microphone on the opposite side, or to ask questions about parliamentary procedure at a "parliamentary" microphone located mid-room. This procedure provides for an orderly discussion of the issues within the allotted time, enables the President to terminate discussion when no one appears to speak further in support or in opposition, and generally eliminates redundant comments. Your senate may wish to consider a similar arrangement.

(4) Strategies for Voting on Agenda Items

Procedures for voting during a meeting should be determined locally, particularly if the goal is to keep the meetings progressing in an orderly fashion.

Some items on an agenda may be handled by what is known as approval by consent. If there is no perceived opposition to items such as approval of the minutes of the previous meeting, approval of the agenda, and acceptance of reports from various committees that do not require action by the senate, the president may list them on the agenda under the "consent calendar," and declare them passed by general consent. Should any senator wish

Diagram of Parliamentary Motions in Order of Precedence

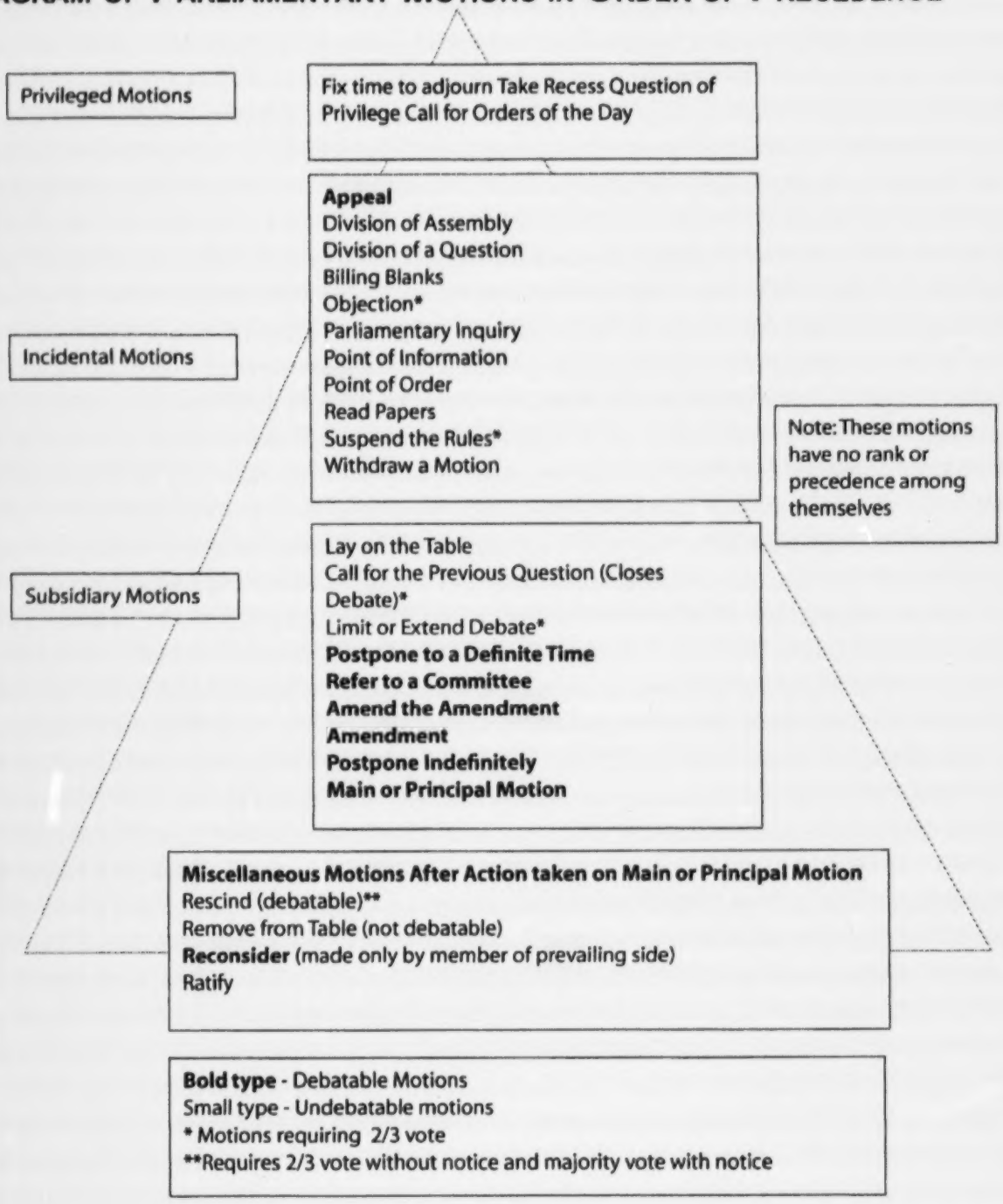
Privileged Motions
Fix time to adjourn Take Recess Question of Privilege Call for Orders of the Day
Incidental Motions
Appeal
Division of Assembly
Division of a Question
Billing Blanks
Objection*
Parliamentary Inquiry
Point of Information
Point of Order
Read Papers
Suspend the Rules*
Withdraw a Motion
Note: These motions have no rank or precedence among themselves
Subsidiary Motions
Lay on the Table
Call for the Previous Question (Closes Debate)*
Limit or Extend Debate*
Postpone to a Definite Time
Refer to a Committee
Amend the Amendment
Amendment
Postpone Indefinitely
Main or Principal Motion
Miscellaneous Motions After Action taken on Main or Principal Motion
Rescind (debatable)**
Remove from Table (not debatable)
Reconsider (made only by member of prevailing side)
Ratify
Bold type - Debatable Motions
Small type - Undebatable motions
* Motions requiring 2/3 vote
**Requires 2/3 vote without notice and majority vote with notice

ILLUSTRATION 1

to discuss, amend or vote on such items, the party should ask to have the item removed from the calendar for separate consideration after the bulk of the consent items has been approved. You should always honor such a request to have an item removed.

Voting on action items must take place publicly, (see Brown Act §54953 (c)), but the methods used will depend upon the issues being discussed and the need to determine which side has achieved a majority. When the senate votes on a resolution, for example, a simple voice vote may be sufficient; on the other hand, because of the magnitude of some resolutions, senate bylaws may call for a roll call vote. A president can very often easily determine the majority vote by voices alone. However, in cases where the voice vote is perhaps too close to call without controversy, the president or any member of your senate may request a show of hands or a "division of the house," in which each side stands in turn to show its support or opposition. If the president rules on a simple voice vote when it appears to be close, any member of the senate should be able to question the ruling and call for a show of hands or other public method of determining majority. It is wise to have more than one person count hands or votes. In addition, parliamentary procedures permit any member of the body to request a roll call vote on an action item; the minutes will then record, by name, each aye, nay or abstention.

Balloting for officers, for candidates for committee seats or other appointments, especially if there is competition, is slightly more difficult within the context of the law. Your senate may decide that uncontested elections can be held by voice vote (including acclamation) or by a show of hands. However, the law did not anticipate the complexities of voting for individual office seekers—especially when such votes, if taken publicly, might adversely affect the voters' security in the workplace. To protect the sanctity of the ballot box, the elections held by the Academic Senate model an acceptable compromise that guarantees anonymity of the voter, while recording who cast votes and providing a measure of security. Under the Academic Senate's procedures, any ballot for the election of an officer is placed inside a blank envelope, which is sealed and then placed inside a second, outer envelope on which the voter (whether a senator or a any faculty in a campus-wide election) has printed his or her name and affixed his or her signature. The Academic Senate Office can be contacted for additional information about such election procedures.

It should be noted however, that a few colleges have academic senates of the whole (rather than representative senates). In these cases, even voting in elections must be conducted in public. Either votes must be taken by a show of hands or voice in the meeting, or if by written ballot, the ballots must be signed, and be kept available for public inspection.

Regardless of the method used, the results should be announced or posted, although the decision of how to publicize the outcome of elections should take into account the emotional reaction of participants in the election. An elections committee (including at least one officer), whose membership is determined well in advance of an election, can help determine appropriate logistics, provide necessary security, and can supervise the counting of ballots. Their neutral presence ensures the integrity of the process and enables you to announce the results at the same meeting or within a reasonable time if the election is being conducted on a campus-wide basis.

d. Adapting the Resolution Process for Your Local Use

The Academic Senate conducts its business using the resolution process (described in Appendix K), and recommends that local senates do likewise; many senates, however, reserve resolutions only for the most urgent of their statements and recommendations. Resolutions are designed for local senates to urge or recommend policy or action to the Board of Trustees, chancellors or college presidents, other local groups, or the Academic Senate for California Community Colleges. Resolutions differ significantly from motions made on the floor of a senate meeting. Consider the following points of contrast:

Motions

Made by elected representatives/officers
Made orally on the floor
May be acted upon at that time
May be enacted by a simple majority
Does not retain the force of the arguments made on their behalf

Resolutions

Presented by committee, senators or officers
Presented in writing prior to meeting as part of agenda, and shared broadly with all faculty
Generally receive first reading and adopted at a subsequent meeting
Retain the force of the argument in the "whereas" clauses of the argument
Make clear the actions to be carried out
May require a roll-call vote

The suggestions below and the appendices associated with them illustrate how resolutions may become an effective implement for your senate.

Writing Resolutions

(See Appendix L, "Sample Resolution Form for Use by Local Senates" and "Sample Resolution, Annotated explaining what a resolutions typically contain).

A. Though resolutions should be submitted for first readings and then for action at a following meeting, this process may be altered by calling for a "suspension of the rules" to accommodate urgent circumstances.

B. Resolutions should receive wide distribution prior to being acted upon; additional copies should be available at the senate meeting at which it will be discussed.

C. Resolutions should be represented as a separate agenda item under the appropriate agenda category.

Revising Resolutions

A. Resolutions may be amended for further clarification/addition/deletions.

B. Preferably, this amendment should be submitted in writing, although verbal submissions are possible depending upon the desire of the local senate and its bylaws or standing rules.

C. Resolutions may be substituted with another resolution on the same topic; however, this should be submitted in writing before considering the original resolution for action.

D. Resolution amendments/substitutions will be considered prior to the original resolution.

Discussing and Adopting Resolutions

A. Discussion on resolutions or any amendments should have a pre-set time limit.

B. Any attendee at the meeting should be permitted to engage in the debate.

C. The president may recognize pro and con arguments alternately. When there is no speaker on one side of the motion, debate on that question is closed.

D. Only official senate representatives may vote. The nature of the voting itself (voice, ballot, roll-call votes—see "Strategies on Voting" above), as well as determination

of what constitutes a successful or a failed vote, should be spelled out by the local senate bylaws.

Disposition of the Resolution

A. Resolutions should be forwarded to the appropriate parties by the local senate president or designee with an expectation of a written reply that can be shared with the voting body.

B. The official record of the senate meeting should indicate the status of the resolution, and, if required by bylaws or constitution, the nature of voting itself.

C. Compilations of resolutions adopted by the local senate can be submitted as part of a year-end report and widely disseminated among governance groups as your statement of accomplishment as well as evidence of your philosophy. (See Appendix M.)

D. All resolutions, including their justifying "whereas" clauses, should be archived, perhaps in a single binder, as well as included as attachments to minutes and within related "topic" files.

3. Keeping the Faculty Informed

An informed faculty is more likely to become involved in the work of the academic senate. The electronic convenience of email and the limitless possibilities of the World Wide Web enhance face-to-face communication and can increase faculty participation within the college community. Many of the suggestions below encourage use of these electronic opportunities, often in tandem with more traditional means of communication.

Create a Website for Your Local Senate

A senate Website on your college server, with appropriate links to other campus and state governance groups, is the most efficient mechanism to promote your work, publicize your meetings and accomplishments, and provide resources to your faculty. The Academic Senate Website provides a template you may use to build your own local website. To aid the campus community in building and using Websites, you may wish to approach your campus public information officer for electronic photographs of the campus or campus events that can be electronically archived and made accessible for use by the senate and its faculty. While the senate Website can be maintained by staff assigned to your senate, local senates without such support can create a senate officer for this important communication

function, can seek a stipend for a faculty member to do so, or can offer flex credit or other incentives to ensure that the necessary postings are timely and complete.

Use Campus Email

Email is an effective tool for communicating issues and soliciting input on senate concerns. Work to ensure that all faculty—full and part-time—have access to electronic mail; then encourage them to use the state Academic Senate Website as a means for keeping informed about state issues. The objective is to make senate business and faculty involvement in campus and system-wide governance a very public and noticeable enterprise.

Create a Senate Logo and Letterhead

Use a senate letterhead and perhaps a specific paper color for your correspondence. These techniques readily identify senate information and communication among numerous documents in college mailboxes.

Publish a Newsletter

A regular senate newsletter can include summaries of meetings of the senate, the governing board and college council; photographs of senators and senate activities; department and individual faculty news; a forum for editorials; announcements of grants, workshops or other opportunities; and information on senate issues and concerns. This newsletter can also be electronic in its format to save printing and publication costs.

Develop a Senate Events Calendar

At the beginning of each year or semester, publish a calendar of all meetings and activities with times, dates and locations. Regular meeting times lend a predictability that makes it easier for faculty to attend and participate.

Write a Column for the Campus Newspaper

A regular senate column in the campus newspaper will communicate the role, views and activities of the senate to the entire campus and illustrate for students the vital roles their faculty assume on their behalf. Smaller community newspapers may also consider running a weekly or monthly column featuring the activities of your college faculty.

Publicize the Names of Senate Representatives

If all faculty know the names of their senate representatives, they will have increased opportunity for communication and involvement. Publish a roster of senators, senate officers and senate-appointed faculty members of campus and/or district committees and include campus phone numbers and/or email so that all faculty members may contact them for more information or to contribute to ongoing discussions. This roster can easily be included as part of your senate Website, perhaps with convenient email links.

Publicize Senate Meetings

Try to inform the faculty twice about each upcoming senate meeting. The first notice should be published about one week ahead of the meeting, or within the time frame required by the Open Meetings Act. The second notice should be occur 24 hours prior to the meeting time. Voice mail messages or email messages are an excellent way to remind faculty, saving paper and avoiding the notice getting lost in the paper crush. A posted notice of the meeting located by the faculty mailboxes will also serve as a last-minute reminder. These notices, also posted on your senate Website, are important whether your campus is small (where the questionable assumption is that all faculty already know the dates and agenda matters) or large (where communication is more difficult and faculty are more likely to feel disinterest or disengagement from governance work).

Publish Senate Agendas and Minutes

Publishing the agenda and minutes of each senate meeting in advance and making them available to faculty at least one week in advance of the meeting can generate interest in the issues and increase attendance. The agenda should provide readers enough information on the items to be discussed. If large agendas are sent to representative senators, send a one-page agenda with short, informative paragraphs on the issues to be discussed to each faculty member. Equally effective is an email message sent to all faculty and campus staff, as well as to other senate presidents in your district. If these messages contain links to the agenda posted on the Website, all may have immediate access to the information and may respond or download it as needed.

Use the Resolution Process

A local senate resolution process can recommend or direct a particular action and provides the rationale for that action. Include the wording of the proposed

resolutions in the agenda distributed before the meeting. Distribute draft and approved resolutions in the minutes to serve as an effective educational tool. Section III c.2.(d[AS1]) in this handbook provides you with additional information about the resolution process, while Appendices L-N offer samples, though their formats may not be consonant with the resolution format adopted for use by the Academic Senate at its plenary sessions.

Maintain Senate Bulletin Boards—Electronic and Physical

Your senate Website might also offer an electronic bulletin board where faculty may post comments pertinent to senate deliberations or announcements of interest to the general college community. In addition to a senate Website, a conveniently located bulletin board in each division or area is another good way to publicize senate events and issues. The bulletin board is an effective place to post copies of state correspondence and reports, senate agendas and minutes, grant and conference opportunities, and even relevant cartoons, photographs and articles. Certainly you will want to publish committee reports to keep faculty informed of the governance efforts that are taking place in senate, campus, and/or district committees. Ask a senator in the division or area to be responsible for the bulletin board and to remind faculty of the importance of perusing the materials.

Develop a Governance Handbook

The handbook should include governance committee memberships, policies, and committee responsibilities. The policies and procedures in such a handbook will be somewhat dynamic and subject to formal alteration after appropriate consultation. However, an historical record and explanation of how and why processes occur, will persist beyond changes in personnel and the inevitable erosion of institutional memory. The creation of such a handbook is even more crucial if your institution currently enjoys a healthy climate of participatory governance: the whims of one individual can change that atmosphere overnight. Having such a published governance handbook will provide clear evidence of past practice and consensus. Several current examples appear on the Leadership page of the Academic Senate Website. The handbook might readily be posted on your senate's Website.

4. Faculty Participation

a. Soliciting Faculty Participation

Soliciting participation will be an easier task with an informed faculty that realizes the need for and value of participation. However, some recruiting efforts are still needed to get the desired level of broad-based participation. Leaders' mettle is evidenced by their ability to include and accommodate those with alternative views and approaches, by their ability to showcase the talents of others, and by their ability to elicit constructive contributions from many.

Among the worthy colleagues you may wish to invite explicitly are the part-time faculty whose teaching experience, professional training, and sense of commitment to our students may be highlighted in the academic and professional work we all share. Many local senates have devised strategies to increase the participation of their part-time faculty, and the sample constitutions and bylaws available on the Leadership page of the Academic Senate Website indicate how those senates formally give voice to their part-time colleagues. The Academic Senate has also adopted many resolutions urging local senates to consider ways to involve part-time faculty in our academic and professional work; we want to echo that request here.

Below are some techniques recommended by other senate leaders for soliciting wider faculty participation. As you review each point, consider how you and your senate might apply these suggestions to address the needs of your full- and part-time colleagues across the campus.

Meet Personally With the Faculty

The personal touch is the most effective means of communicating, particularly when making a request. Some senate leaders set the goal of visiting several faculty members each week. Remember that people need to be asked to participate and acknowledged when they do serve!

Listen to Opinions

The individual interests and skills of faculty members will be revealed in their comments, and these faculty members who speak out can be a valuable source of expertise for senate activities. Electronic bulletin boards, for example, can ensure that even the most disgruntled are afforded an opportunity to be heard and their views responded to by an even broader constituency.

Conduct Faculty Opinion Polls

Formal or informal opinion polls allow faculty members to indicate their opinions on issues. Polls can be used to identify faculty concerns, establish senate priorities, and develop senate positions. While you will want to be careful not to include collective bargaining issues in senate polls, you may wish to collaborate with your bargaining unit as, in response to labor law, it seeks the local senate advice about issues the senate wishes to see addressed prior to entering into negotiations. It is important to communicate the polling results to the faculty so that they are included in the entire process.

Turn the Suggestion Box Into a Volunteer Recruiting Center

Faculty leaders frequently hear suggestions and complaints from colleagues on a variety of issues. Faculty members who care enough to talk about their concerns can also be the faculty members who are willing to develop a solution to the issue raised. A volunteer can be recruited with a simple comment such as this: "Thanks for bringing your concern to my attention. Could you get two other faculty members to work with you and present a resolution at the next senate meeting?" The faculty member is thereby encouraged to become involved, and valuable contributions may emerge. Comments that are ignored may breed ill will that is difficult to overcome for years thereafter.

Provide an Orientation for New Faculty

Too frequently, faculty orientation is seen as an administrative function with the senate being given five minutes to present "an overview of its role." However, orientation to the academic and professional obligations—both as they apply to the larger profession and to the specific campus culture—are arguably more appropriately conducted by the faculty themselves. Title 5 §53200 specifically notes that the academic senate shall be responsible for "policies for professional development." If you have not reached a formal agreement, and particularly if you are excluded from such orientations, ask to consult collegially on a process for this important orientation and professional development function.

Several faculty orientation models are used on campuses throughout California:

- Arrange for an orientation session, or several brief orientation sessions for new faculty members on an individual or small group basis. In the session, senators encourage involvement and provide basic introductory information about the work of the senate and faculty within the larger governance

structure. Past senate leaders and campus administrators can be invited to present their perspectives.

- Consider a semester-long or yearlong orientation process that may be awarded flex credit, committee assignment-status, or reassigned time. Meeting regularly with faculty members of a senate committee, the faculty new to full-time status at the college would discuss the campus' educational climate and educational philosophy, the general education model, and the academic and professional roles of faculty, the governance structure, and the student and instructional support services available to them and their students.
- Build into the probationary period opportunities for these same faculty to have appropriate and meaningful participation in senate activities, including the orientation of new faculty in subsequent years.

Obviously any such orientation program should also be open to your part-time faculty who need to understand our shared professional responsibilities and the options they have to become more involved in the on-going governance work of faculty.

Create a Faculty Governance Flex Activity

Flex activities can be an effective way to highlight specific faculty governance issues and other local senate activities. For example, consider sponsoring a forum composed of senate leaders and administrators where faculty can ask tough questions; explain the role of the senate and senate committees; or survey the faculty to find topics or speakers of interest to them.

Hold a Senate Retreat.

Setting aside a day or two for a senate retreat is a good way to gain perspective about issues and ideas as well as train senators and generate enthusiasm for the work of the senate. By including faculty members who are not senators, new people who might become valuable resources can be introduced to senate activities.

Make Committee Opportunities Known

Publicize a general request for volunteers, and, at the same time, ask individuals to volunteer for specific senate-appointed committee assignments. A variety of involvement opportunities, some with short-term responsibilities, will allow faculty members to match their interests and time commitments with senate needs.

Remember to invite volunteers and committee applicants from diverse disciplines and ethnicities to ensure broad representation and a plurality of views. Review the opportunities afforded to part-time faculty as well, including appointments on campus and district committees; part-time faculty across the state serve on staff development, part-time hiring, and curriculum committees.

Invite State Academic Senate Representatives to Speak to Faculty
Extend invitations to your Academic Senate Area Representative, to members of the Relations with Local Senates Committee, and to other members of the Executive Committee of the Academic Senate for California Community Colleges to visit your campus, address specific needs, or bolster faculty enthusiasm for governance work.

Take Faculty to Academic Senate Sessions and Leadership Training
The annual fall and spring sessions, Area meetings, and the summer Leadership Institute of the Academic Senate are all excellent opportunities to involve and train faculty. Your campus' Staff Development funds should be available for this purpose; most college presidents and chancellors understand the need for well-trained faculty leaders and can help you identify appropriate local funds to enable your senate's full participation in these essential training opportunities.

b. Maintaining Faculty Participation

Once faculty members have become active, senate leaders need to reward and nurture that participation to enhance faculty's commitment to and enjoyment of senate and governance involvement.

Develop Professional Recognition of Faculty
Publicly recognizing the achievements of faculty is an important and effective element of building morale in any organization. You may use memos, campus and local newspaper articles, award ceremonies, and Board and Foundation presentations to highlight faculty accomplishments.

Give Credit Where Credit Is Due
A genuine "thank you" goes a long way towards acknowledging faculty members who work on senate and participatory governance assignments. Print the senate logo on thank you cards, and send a note to faculty members (and other college staff) who have helped further the work of the college. Remember that participation includes a host of division, area, department and other campus activities

which may not be directly perceived as being the work of the local senate; however faculty who serve on hiring committees, on college-wide and district-wide committees, or as advisors for student organizations are indeed furthering the senate obligations for effective participation in governance.

Make Senate Involvement an Evaluation Criterion
Often forgotten in tenure and post-tenure evaluations is the obligatory, professional responsibility faculty have for participation in governance activities. The senate should consult with the collective bargaining unit to include and use involvement in governance as a criterion in the evaluation process to reinforce the importance of this serious professional responsibility.

Discuss Governance Participation in the Hiring Interview
Develop an expectation of involvement with each new faculty member by discussing it as a professional responsibility both in the hiring interview and during new faculty orientation. Suggest senate and other governance activities that the new faculty member may choose for participation.

Sponsor a Breakfast, Lunch or Coffee Hour
Food is a successful inducement to encourage faculty to attend an event. The event can then be used to inform, engage in discussion, train, acknowledge and/or thank those who participate.

Provide Incentives for Participation
Consult with the collective bargaining unit to develop incentives such as overload banking credit, professional growth step credits, etc. for participation in senate activities.

5. Resources Available in Your Senate Files

On the following page appears a checklist of essential materials. In the left-hand column are items you should find readily in your senate files, while in the right-hand column are analogous materials available to you at the Academic Senate Website.

Key Resources for Senate Officers, Senators and Committee Chairs

Local Resources
List of email and phone numbers of all senators (including home numbers, if willing to share)

Local Senate Website
Constitution and By Laws
Agendas and Minutes
Local Senate Goals
College Mission Statement and Goals
Committee Assignments, Reports

Communications
Local faculty newsletters
Copies of local reports from task forces, planning committees

Regulations
Governance Agreement
Full-time Faculty Hiring Agreement
Part-time Faculty Hiring Agreement
Peer Evaluation Process
Administrative Retreat Rights
Administrative Evaluation
FSA's
Disciplines List
Equivalency Determination Procedure
Board Policies and Regulations, particularly for: Governance, Program Review, Tenure, Curriculum Approval

Models for:
- Curriculum Approval
- Policy Committees and Objectives
- The Brown Act
- Student Equity
- Planning and Budgeting
- Faculty Internships

Statewide Resources
The Academic Senate statewide directory of:
- Executive Committee Members
- Local Senate Presidents/President-elects /Vice Presidents

Academic Senate Website
http://www.academicsenate.cc.ca.us
Bylaws and Rules
List of the Academic Senate publications
Agendas and Minutes of Executive Committee
Committee Descriptions and Rosters

Communications
Rostrum (statements, articles of official positions on issues and topical matters)
The Academic Senate Legislative Report
Updates (President's messages)
Forum (collection of faculty artistic expression)

Regulations
Consultation Process
Minimum Qualifications and Equivalencies
Strengthening Senates
Role and Staff and Students in Governance
[Links to Title 5 and the Education Code are contained on the Academic Senate Website]

Interpretations of Regulations
"Participating Effectively in District and College Governance" Academic Senate and CCLC, Fall 1998.

Chancellor's Office Web Site
http://www.cccco.edu/
BOG & Consultation Council agendas minutes,
MIS data (e.g., total apportionment dollars for each district,
Legal opinions and advisories
Grant information
Links to all the units and CO personnel

D. Institutionalizing Your Senate's Effectiveness:

Seeking Technical Assistance to Ensure Compliance

This document and the rich resources of the Academic Senate, including its elected Executive Committee and office staff, its institutes and publications, are dedicated to ensuring your success as a local senate president. Despite your best efforts, occasionally, laws and regulations concerning participatory governance need further clarification, or perhaps a particular academic and professional issue has seriously divided faculty from administrators or trustees. Sometimes, regrettably, a local senate may experience serious discord with administrators or trustees concerning the appropriate roles of the faculty in governance or an interpretation of compliance issues. At other times, the college or district would profit from a workshop or presentation on a single feature of the governance process.

In such instances, the Academic Senate is prepared to assist your senate, your faculty and staff, students, administrators, and trustees understand their appropriate roles in effective participatory governance. The Academic Senate partners with the Community College League of California (CCLC) to send representatives to meet with local personnel on the campus. Often called "technical assistance," there are actually four kinds of assistance available to you through the collaborative efforts of these two organizations. To identify which option is best suited for your particular needs, review with your college or district administrator the options. Appendix N describes the variety of technical assistance offerings and concludes with an Assistance Request Form you may copy and submit if your senate seeks these services. Remember that

- requests must be signed by representatives of both the local senate and the college president or chancellor, as appropriate; AND
- colleges or districts must underwrite the travel costs incurred by the visiting team.

Beyond that, your local senate is linked to the larger body of faculty through the Academic Senate's formal relationship with the American Association with University Professors (AAUP). Appendix O outlines this relationship and indicates how additional technical assistance and review may be possible through association with this national professional organization.

IV. Linking the Local and District Senates to the Academic Senate for California Community Colleges

A. Functions of the Academic Senate

As you have inferred from the brief history of the Academic Senate for California Community Colleges, your statewide umbrella organization functions in much the same way as your local academic senate operates. As with your district governance, the system's Board of Governors articulates a vision for the California Community Colleges and their mandated missions; it then establishes system-wide policies and regulations to enact that vision and respond to the legal strictures imposed by the legislature or Governor's executive orders. The Academic Senate contributes its professional assessments and judgments and is relied on primarily for matters declared as academic and professional.

The System's Chancellor and staff operate under the Board of Governors' Standing Orders that include descriptions of the consultation process. As part of that consultative process, the Consultation Council (much like a local chancellor's cabinet or council), and its members provide appropriate advice and attempt to reach consensus. As with your local senate, the two representatives of the Academic Senate express the collective voice of the community college faculty and give direction to the Board of Governors on all academic and professional matters at the system-wide level; additionally, under the Board's Standing Orders, the Chancellor is compelled to seek the Academic Senate's advice on all academic and professional matters.

Also present on the Consultation Council are leaders representing FACCC, CCC/CFT, CCA/CTA and the independent faculty bargaining organization, CSEA, CEOs, CIOs, CSSOs, CBOs, CHROs, and CCLC/ACT. [Note: for greater explanation of these many acronyms, consult the Academic Senate Website or review its publication on acronyms, or the *Definitions of Community College Terms* (1991).] Members of the Consultation Council can submit items for consideration, discussion, or action by submitting a Consultation Digest Item. Appendix P illustrates this Consultation Process and offers a sample of an Academic Senate-sponsored Consultation Digest item. As with consultation processes on your own campus and within your own district, the governing board (in this case, the Board of Governors) has specifically agreed (through its Standing Orders) that they and their designees shall rely primarily on the Academic Senate regarding academic and professional matters.

The Academic Senate's primary mission is, of course, to serve its faculty in California's community colleges, to "promote the best interests of higher education in the state and to represent the faculty of all California community colleges at the state level." To do so, the

Academic Senate maintains an office in Sacramento and a professional staff who coordinates its many activities and provides continuity. Through the resolution process, your local senate delegate to the plenary meetings gives direction to the Academic Senate Executive Committee and permits it to determine its annual workplan. The following table illustrates some of the ways in which your state Academic Senate, funded in part by your nominal annual dues, currently fulfills its constitutional obligations to you:

Charge	**Activities**
Article II, Section I: Aims	
Represent faculty and insure a formal, effective procedure for participating in the formation of statewide policies	Participation in Consultation, Council of Faculty Organizations (COFO),
Strengthen local senates	Provide levels of Technical Assistance, offer institutes on curriculum, leadership, as well as fall and spring plenary sessions; local senates visits and area meetings; technical assistance; publications, and Website resources
Develop and promote implementation of policies at statewide level	Serve on Chancellor's and other statewide committees, advisory councils, or task forces; offer informative breakouts at plenary sessions
Make recommendations on statewide matters affecting CCCs	Publish and disseminate adopted resolutions; present consultation digest items, adopt and support as appropriate system legislative packages; provide legislative testimony as appropriate
Article II Section 2: Functions	
Assume responsibilities and perform functions delegated to it by local senates	Determine appropriate actions emerging from adopted resolutions; delegate responsibilities to standing or ad hoc committees; publish senate papers
Provide statewide communication between local senates to coordinate actions and requests of faculty	Maintain Website; regularly publish the President's *Updates*, the *Rostrum*, and Senate-adopted papers; retain and distribute the senate directory of local senate presidents, vice-presidents, and others; conduct surveys on topical concerns and distribute results
Initiate policy positions relevant to CCC and their role in higher education	Participate in ICAS and ICC; contribute to intersegmental efforts such as CAN and IMPAC

B. Area Divisions

The state's community colleges are presently divided into four areas (A, B, C, D), 2 in the North and two in the South (see Appendix Q). This four-area grouping is the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. Each area elects its Area Representative who serves for two years on the Executive Committee; all areas then elect two at-large representatives, as well as North (Areas A and B) and South Representatives (Area C and D). The Area Representatives are responsible for coordinating two area meetings each year. At these meetings, held each fall and spring prior to the upcoming plenary session, local senate delegates (often the senate president, president-elect, or past president) meet at a college in their area. They discuss matters of concern to their areas, review proposed resolutions to be voted on at session, and generate their own resolutions. The local senate delegate represents the positions and perspectives of their local senate at these meetings and gathers information to take back to the local senate for direction before Session. Area representatives are also available to consult with or visit local senates. Requests for such visits should be forwarded through the Academic Senate Office.

C. Role of the Relations with Local Senate Committee

The Relations with Local Senate Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance. To contact your local senate committee representative, visit the Academic Senate Website or call the Academic Senate Office.

D. Senate Institutes

The Academic Senate sponsors institutes to address faculty and local senate needs in a variety of areas. Most important to you personally is the summer Leadership Institute for local senate leaders (especially for new presidents) as well as the highly successful curriculum institutes that attract college curriculum chairs and many related staff people. Other institutes may focus on technology, the art of teaching, or occupational education.

A tip for local senate presidents: Review the information about the planned institutes at the beginning of each academic year. Doing so well in advance will permit you to

- identify the appropriate sources of funding for your faculty to travel and register.
- encourage faculty to plan for and attend these institutes.
- build into senate activities chances to respond to pre-and post-institute study materials, to examine the impact of and implementation strategies for new concepts, policies.
- seek scholarships from the Academic Senate Office, when appropriate.
  For the most current information about institutes and to register for these significant professional development opportunities, visit the Academic Senate Website frequently.

E. Senate Plenary Sessions

For many years, the plenary sessions have been held alternately in the North and South, on Thursday-Saturday in fall and spring. The general and breakout sessions permit local senates—their officers (who often also serve as their senate's official delegate), curriculum chairs, and other interested faculty—to be apprised about hot topics, to receive new training to bolster the effectiveness of their senate, to select representatives and officers, and to determine Senate positions and provide the Executive Committee its direction through the resolution and voting processes. The roles of these delegates are detailed in Appendix R.

1. Resolutions

As noted earlier, the Academic Senate resolution process is described in detail in Appendix L. In short, that resolution process works thusly:

a. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted for pre-session review at the Area meetings.

b. At the area meetings, pre-session resolutions are discussed, and new resolutions are generated.

c. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.

d. Delegates and representatives of the local senates meeting during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.

e. After all session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution-writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.

f. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.

g. The resolutions are discussed and voted upon at the general sessions on the last day of the plenary session.

Resolutions passed by the body are promptly published, disseminated, and then acted upon by the Executive Committee. They are also posted on the Senate's Website.

2. Local Senate's Use of Academic Senate Resolutions

Local senates can and do make substantial use of these statewide resolutions to guide their own practices, to provide direction and priorities, to provide justifications and support in their discussions within their own consultation procedures and to provide impetus to their own activities.

3. Disciplines List Special Procedure

Every three years, in accordance with Title 5 Regulations, the Academic Senate reviews the Disciplines List (Minimum Qualifications for faculty teaching in each discipline). Revisions, additions or modifications are solicited prior to the fall plenary session held in the year preceding the triennial review. These modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held across the state, and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session.

Because the Academic Senate for California Community Colleges must consult with the discipline faculty across the state, it is not possible to amend resolutions in support of proposed changes to the disciplines list. Those proposed changes must either be voted up or down as originally presented. Any proposed change on the consent calendar may be pulled and voted on separately.

F. Participation on Academic Senate Committees

The work of the Academic Senate is conducted primarily by its standing and ad hoc committees and by its task forces, often augmented by participants from other governance groups. Standing Committees (such as the Executive Committee, Legislative, and Standards and Practices) are identified in the Academic Senate Bylaws; their work is ongoing from year to year. *Ad hoc* committees, by contrast, are created in response to a particular issue or concern and, like task forces, generally have a sunset attached to their operation. Academic Senate committees are chaired by members of the Executive Committee, and their minutes regularly appear in the agendas of the Academic Senate Executive Committee; committee chairs can submit agenda items calling for action, or seeking advice and consent.

As it is with your own local academic senate, committee members and chairs representing the Academic Senate on statewide committees have a particular obligation to report regularly to the larger body. It is essential that all faculty members serving on committees—whether local or statewide—understand they represent the larger senate and its adopted positions and have essential reporting functions; they must defer from making policy decisions or committing California's faculty without first consulting them through regular written reports to the Academic Senate.

Appendix S contains a list of current Academic Senate committees, as well as the Chancellor's Office Task Forces and committees on which community college faculty serve are appointed to serve. As it is within your own college, the Academic Senate must appoint all faculty to such committees or working groups. Should your faculty be asked to serve outside of this procedure, you will want to first contact the Academic Senate Office. Consider how you or members of your faculty might serve their colleagues throughout the state: local senate presidents and past presidents frequently have the judiciousness and experience needed to examine academic and professional matters on a grander scale; faculty with occupational or technological knowledge are needed to lend their expertise; even faculty who have been burned out by service at the local level can be invigorated by and can energize statewide committee membership. Appendix T is a Nomination/Application Form to indicate your interest or to nominate another faculty member for such service.

G. Nominations for Statewide Awards and Service

1. Academic Senate Awards

The Academic Senate presents three major awards each year. Local senates are responsible for nominating worthy individuals and for preparing much of the nomination materials. As senate president, you will need to be watchful for the announcements that open the nomination period, and you must adhere to the rigid and often compressed timelines for submission. These awards, however, honor the faculty and colleges of all nominees for these three awards:

> **The Jonah Laroche Scholarship** (awarded to three students annually for exceptional accomplishments; students must have a 3.0 GPA and be from a group historically underrepresented in higher education—ethnic minorities, women and persons with disabilities)
>
> **The Hayward Award** (awarded annually to four faculty for commitment to education; service to students' access and success; and service to the institution through participation in professional and/or student activities)
>
> **The Regina Stanback-Stroud Award** (awarded annually to a faculty member making special contributions in the area of student success for diverse students)

Occasionally you will also be asked to consider nominating your campus' exemplary programs or successful ventures in support of students. These nominations often carry prestige and recognition, and sometimes are given monetary reward; nominating your programs is a means by which to showcase them and to garner due recognition for hardworking faculty and staff. Often those programs so nominated become widely emulated by others. Thus, you and your senate have a solemn obligation to consider these requests and to respond to them honestly and fully when the nomination is warranted.

2. Service to the Board of Governors

The Board of Governors includes two faculty, each serving a two-year term. Local academic senates or individuals may nominate appropriate candidates for consideration. As the two terms are staggered, the Academic Senate seeks nominations each September. These nominations are first considered by the Standards and Practices Committee who forward the names of finalists to the Executive Committee; that committee then interviews the finalists and, according to statute, sends to the Governor three candidates from whom he or she shall select the new Board member. Because of the importance of these faculty positions,

the Academic Senate is best served by faculty members who have considerable statewide experience and who have demonstrated a commitment to effective participatory governance.

H. Consultation Process

The voice of the your local senate is expressed through the resolution process (Appendix L) and gives direction to the Executive Committee of the Academic Senate for Community Colleges. In turn, the collective will of the body and the voice of the California community college faculty regarding systemwide academic and professional matters is carried to the Board of Governors. To represent your voice, the following must occur:

- Local senates must empower their voting delegates to represent their concerns and will.
- Delegates must articulate that will or those concerns, using the resolution process at the plenary session to give direction to the Executive Committee.
- The Executive Committee, through its delegates to the Consultation Council, must then carry those directives into the consultation process (Appendix P).

Concluding Thoughts

It is natural to feel somewhat overwhelmed by the requirements of the new job you've take on as local senate president, and you may even feel overwhelmed by this handbook!

Try to focus on the requirements at your college, and then pick a couple of your senate's goals to adopt them as your own. You can even keep working on them after your term is up. Use this handbook to remind you of new leadership opportunities and to help you find answers to the inevitable questions you will face. Enjoy the moment, however, and know that your Academic Senate for California Community Colleges and its resources are here to empower you and your senate. It's even acceptable to look forward to the moment when you become past president and sage advisor to your senate and to the time when your continued service statewide acknowledges you as the expert you've become.

Delegation of Authority

SAMPLE POLICY FOR COLLEGIAL CONSULTATION

POWERS 53203 D. (1)

POLICY FOR CONSULTING COLLEGIALLY ON ACADEMIC AND PROFESSIONAL MATTERS

The Rancho Santiago College Board of Trustees will operate according to the Provisions of Title 5, Section 53200-53204 in 'Consulting Collegially' with the Academic Senate for Rancho Santiago College. 'Consult Collegially' means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

1) Relying primarily upon the advice and judgment of the Academic Senate; OR

2) That the district governing board, or such representatives as it may designate, and the representatives of the Academic Senate shall have an obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

For the following items the Board of Trustees will rely primarily on the advice of the Academic Senate:

1) Curriculum, including establishing prerequisites and placing courses within disciplines;

2) Degree and certificate requirements;

3) Grading policies;

5) Standard or policies regarding student preparation and success;

3) Policies for faculty professional development activities.

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

4) Educational program development;

6) District and college governance structures, as related to faculty roles;

7) Faculty roles and involvement in accreditation processes, including self study and annual reports;

8) Processes for program review;

10) Processes for institutional planning and budget development.

These items are numbered to be consistent with Title 5, Section 53200.

SAMPLE

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Sample Process of Mutual Agreement Policy

Powers 53203 d.(2)

Mutual Agreement Process of Local Academic Senate President and Chancellor

(Items 4, 6, 7, 9, 10 as per Title 5, Section 53200)

1. The Board, the Senate, or the Chancellor identifies the issue or problem in writing.
2. The Chancellor, acting as the delegate of the Board of Trustees, and the Local Academic Senate President define what data needs to be collected, what fiscal or human resources need to be identified, or issues to be resolved to come to a recommendation for resolution.
3. The Chancellor and the Local Academic Senate President determine who should be responsible for writing the necessary document or policy.
4. The Local Academic Senate President takes it to the Academic Senate for review and endorsement; the Chancellor confers with the Board of Trustees as needed.
5. The Chancellor and the Local Academic Senate President repeat steps 4 and 5 as necessary to reach accord.
6. The Chancellor takes it to the Board of Trustees for final approval.

Note: In accordance with Title 5, Section 53203, the Board of Trustees would override decisions mutually agreed upon only in cases of compelling legal, fiscal or organizational reasons and would be required to provide in writing the rationale for failing to adopt the decisions mutually agreed upon.

SAMPLE

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Sample Governance Consultation Forms

SAMPLE REVIEW AND ROUTING SHEETS

PARTICIPATORY GOVERNANCE POLICY REVIEW AND ROUTING*

Originator: _____

☐ College A ☐ College B

Date _____

(1) Rely Primarily: (circle appropriate category)

- curriculum
- degree/certificate requirements
- grading policies
- faculty role in self-study processes

(2) Mutual Agreement: (circle appropriate category)

- educational program development
- student success policies
- faculty role in governance structure
- program review process
- faculty professional development policies
- institutional planning and budget development process

(3) Other academic and professional matters (specify)

Synopsis of Policy (attach complete text) _____

_____

☐ Approval ☐ Disapproval, rationale attached

Signed _____

Date _____

President Faculty Senate: _____

I attest that appropriate opportunity for review, comment, and consideration of all views was afforded to the governance group(s) I represent:

President, Classified Senate _____

President, Associated Students _____

College President _____

Chancellor

Date of First Reading by Board of Trustees _____

Date of Approval/Disapproval by the Board of Trustees _____

_____

Adapted from a form used by the Chabot-Las Positas Community College District

SAMPLE

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Participatory Governance Process Form

Title or Subject of item(s) (draft attached) _____

Contact Person: _____

Extension _____

Purpose of Submission

- New policy and/or procedures _____
- Modification to current policy or procedure # _____
- Deletion of policy and/or procedure _____
- Mandated _____
- Other _____

Non-Policy

Justification for Submission: _____

_____

_____

_____

Proposed Schedule:

Group	Step	Target Dates
Shared Governance	Information	
Constituent Groups	Information	
	Discussion	
	Action	
Shared Governance*	Discussion	
	Action	
Governing Board**	First Reading	
	Second Reading	
	Action	

* Discussed and agreed upon by Shared Governance Council

** Determined by Superintendent-President (Chancellor)

Date on Shared Governance Council Agenda _____

SAMPLE

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Certification of Policy/Procedures Discussion With Unit Membership

Title or Subject _____
(Policy/Procedures)

The following representatives certify by their signature that the attached policy/ procedures have been discussed with their organizational membership. The signatures do not attest to the approval or disapproval of the submitted policy/procedures.

FACULTY:

1. CTA/CCA _____
Signature Date

2. Academic Senate _____
Signature Date

Classified:

3. Local XXX _____
Signature Date

4. CSEA _____
Signature Date

MANAGEMENT:

5. Educational Administrators _____
Signature Date

6. Classified Management/
Supervisory/Confidential _____
Signature Date

STUDENTS:

7. ASG Officer _____
Signature/Office Date

8. ASG Officer _____
Signature/Office Date

ADMINISTRATION

9. College President _____
Signature Date

10. Chancellor/Cabinet _____
Signature Date

SAMPLE

Sample Local Senate/Union Agreement

November 6, 1996

To: Dr. Richard Guches, President,
Los Rios College Federation of Teachers

From: Dennis Smith, President,
Los Rios Community College District Academic Senate

Subject: Strength in Unity

Strengthened relationships with the faculty union and the other LRCCD constituencies is a priority for the District Academic Senate. Though our responsibilities are generally different, the LRCFT and the Academic Senate represent the same people. The Academic Senate has responsibility to represent the faculty in academic and professional matters. The LRCFT has responsibility to represent the same faculty in issues concerning wages, hours, and working conditions.

There are some instances, however, when wages, hours, and working conditions are difficult to separate from academic and professional issues. Enrollment management strategies and alternative scheduling are two very good examples of areas where our responsibilities overlap. Peer review and professional development leaves are also issues of mutual interest. That said, however, the roles and responsibilities of Department spokespersons is the most pressing issue of mutual responsibility for the Academic Senate.

We have been attempting to clarify issues and the interests that relate to Department spokespersons for more than two years. We feel that the time has come for us to work together on this and other issues of mutual interest. The District Senate has directed me to propose the creation of a Senate/Union standing Joint Issues Committee. We would recommend that the membership have come from the LRCFT Executive Board and the District Senate and be representative of each of the three Colleges. I would appreciate that this item be on the next LRCFT Executive Board agenda so that we may move forward as quickly as possible.

Respectfully,

Dennis Smith

cc: Brice Harris, Chancellor
Los Rios Community College District

SAMPLE

Reports and Documents Calling for Local Senate President's Signature and/or Senate Approval, Review, or Vigilance

Reports Requiring the Local Senate President's Signature and/or Senate Approval

Report	Comments	Approximate Due Date*
Matriculation Report	Description, sign-off to Chancellor's Office (CCCCO)	Late August
Articulation Report	CCCCO	
GE Breadth Requests for Approval		
IGETC Requests for Approval		
Grants of faculty applicants		Varies; dates posted on CCCCO Web site
Title III Reports		
Administration Evaluations		See your local policy
Technology Report		August
Accreditation Self-Study/ Interim Reports		minimally each 6 years, or more frequently as stipulated by WASC; updates and interim reports generally occur each 3 years, mid-cycle
Transfer Center Report	CCCCO	September
Local and or District Governance Policies: Faculty or Administrative Hiring, Program Review, Minimum Qualifications		
Faculty Hiring Obligation	CCCCO	November
Delay of Maintenance of Effort (75:25 ratio report, P-1)		
Faculty/Staff Equity Plans		
PFE Report	Requires public sunshining before submission	September
Student Equity Plan		

* Because dates are fluid and may be extended, use this list as a mere stimulus for your questions and inquiry.

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Committee Appointments

Depending upon the governance practices and/or board policy in operation, your signature as college president may be required on a variety of internal documents, most likely on the hiring committees for faculty, staff, or administrators (college or district) on which you have appointed faculty to serve. Academic senate appointments of faculty, made after consultation with the college president or chancellor, might also include assignments to committees such as these noted below.

Affirmative Action Committee
Budget College and District Committee
Campus Safety
Chancellor's Council
College and District Planning Committees
Curriculum
Distance Education
Facilities Committees
Faculty Hiring Committees
Faculty Hiring Prioritization
Faculty and Administrative Evaluation
Institutional Planning Committee
Master Plan Committees (Facilities, Education)
Matriculation Committee
Program Review Committee
President's Cabinet/Council
Research Committee
Staff Development Committee
Technology Committee

Sample Models of Governance

Shared Governance Committees at Miramar College

A. Name of Committees (Abr.)
B. Chair(s) of Committees
C. Faculty Who Are Official Members of This Committee
D. Administration Who Are Members of This Committee
E. Classified Who Are Members of This Committee
F. Number of Students Who Are Members of This Committee
G. When & Where The Committee Meets

Committee	Chair(s)	Senate-Appointed Faculty Members of Committee	Administrative Committee Members	Classified Committee Members	Number of Student Committee Members	Time and Place of Committee Meetings
College Executive Council (CEC)	College Pres, and Senate Pres	Senate President Senate Vice-Pres	2 VPI VPSS	2 (Pres & VP)	2 (Pres & VP)	Every 2nd and 4th Tues, A-104 (Conference Room), 3:30 PM
The Academic Affairs Committee (AAC)	Faculty and VPI	All faculty Department Chairs, Articulation Chair, and Honors Chair	(All Deans)	1 classified	3 students represent the ASC	3rd Thursday in April, A-201 (Academic Building)
The Curriculum Committee (CC)	Faculty Chair	7	2	3	2	1st and 3rd Fridays, A-104 (President's Conference Room), 9:00 AM to 12
The Shared Governance Committee (SGC)	1	5	1	3	2	4th Thursday, T-101(B), 12: 00 PM
Facilities Committee (FC)	1	3	2 + Director of Admin. Services	2	2	3rd Thursday, A-106, 1:00 PM to 2
Planning & Budget Committee-PBC	1	7	2 + Director of Admin. Services	2	1-2	2nd and 4th Fridays, I-120, 1: 15 PM

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Marketing Committee (MC)	2	6	2 (Public Info Officer + 1)	1	3	1st and 3rd Wednesday, A-102, 1:00 PM
Student Services Committee (SSC)	2	4	2 VPSS + 1	2	3	Monthly, Monday A-102(A); 4:00 PM
Staff Development Committee (SDC)	1	4	VPI	4	-0-	3 Meetings per semester LRC Conference Room; 1:00 PM to 2
Computer & Information Technology Committee (CITC)	1	6	2	Pending	2	4th Tuesday, I-120, 12:00 PM to 1
The Academic Senate (AS)	President Vice-Pres	25 Miramar College are 'Senators'	2	1	3 + Officer	1st and 3rd Tuesdays, I-(110-111), 4: 15 PM
The Classified Senate (CS)	President Vice-Pres	CEC	1		-0-	TBD
The Associated Student Council (ASC)	President Vice-Pres		Administrative Advisor + 1	Pending	5 to 20 students in order to help plan/run/ and work on special events	1st and 3rd Tuesdays, S-102, 12:00 PM to 1

NOTE: Some 'extra' campus and/or district committees are added to this list, which may not be part of our direct Shared Governance Structure.

I. Other Miramar College Committees on which the Faculty Serve

1. Academic Senate Executive Committee: (8): President, Vice-President, Chairs of the following committees:
2. Chairs Committee: Co-Chairs—2 Faculty—all Department Chairs
3. Tenure & Promotional Review Committee: Chair—Faculty; Other faculty members: (3)
4. Faculty Professional Development Council: Chair—Faculty; Other faculty members (3)
5. Miramar Professional Standards & Ethics Committee: Chair—Faculty

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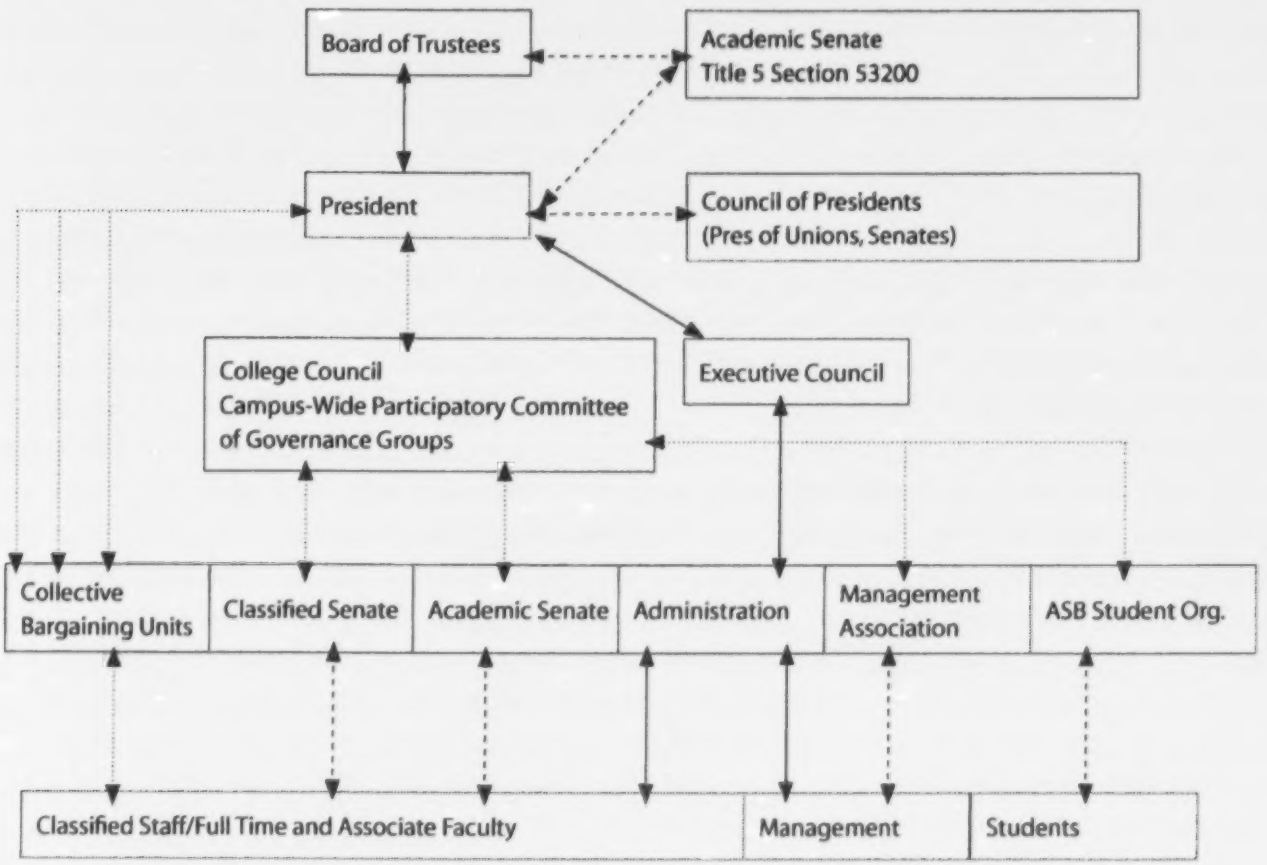
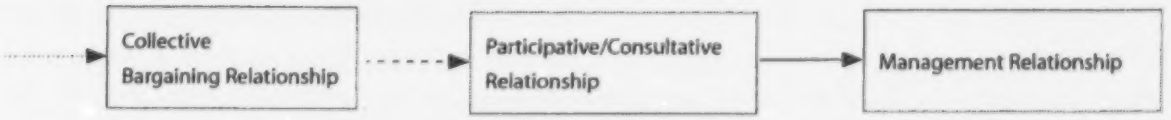
Butte Community College District

PARTICIPATION, CONSULTATION, MANAGEMENT, AND COLLECTIVE BARGAINING





SAMPLE

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COMMUNITY COLLEGE DISTRICT'S LINE OF AUTHORITY AS EMPOWERED BY LEGISLATION AND STATUTE

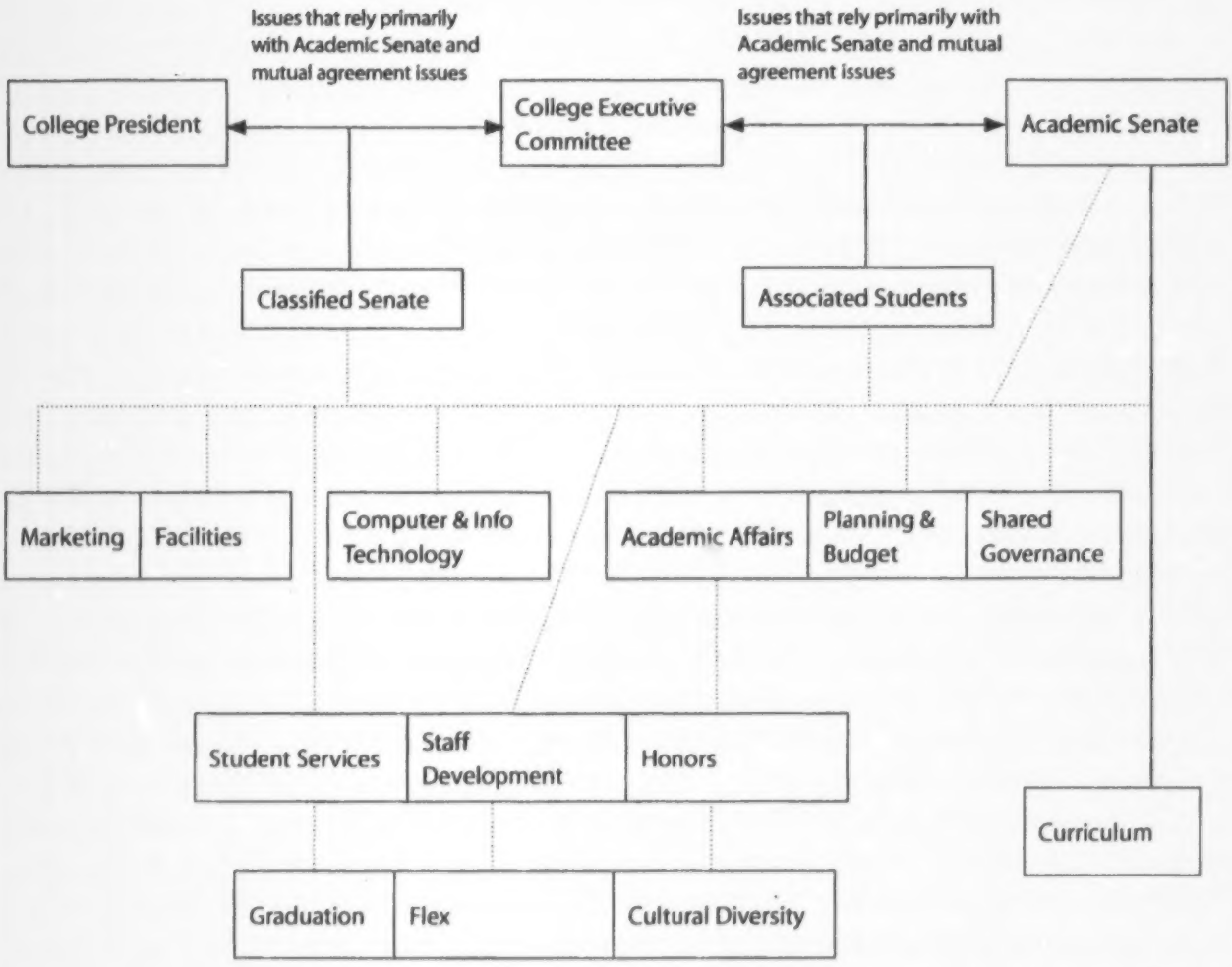
Empowering Authority:
Collective Bargaining Law
Rhodda Law (SB 160; 1975)

Empowering Authority
Collegial Governance Law
AB 1725 (1989)

Bargaining Unit	Elected Board of Trustees	Academic Senate
Bargain collectively over Work rules and remuneration (wages and working conditions)	Nature of the Faculty's Role with the Board	Consult Collegially: rely Work rules and remuneration primarily or mutually agree (wages and working conditions) on 10 + 1 academic and professional matters
Equivalent Faculty Officer: Chief Negotiator	Chancellor/Superintendent CEO	Equivalent Faculty Officer Local Academic Senate President
		May have consultative relationships with these groups regarding academic and professional matters
Issues that rely primarily with Academic Senate and mutual agreement issues	Presidents, Vice-Presidents, Deans, *et al*	ASB: Student Government
	Classified Staff	

SAMPLE

MIRAMAR COLLEGE PARTICIPATORY GOVERNANCE ORGANIZATIONAL STRUCTURE



Legend:
Makes Recommendations .....
Makes Decisions _____

SAMPLE

Sample Goal Statements

Academic Senate Roles and Responsibilities: A Selected List

Senators: To determine our goals for the coming year, please review this list of responsibilities assigned to the academic senate. Then rank what you believe to be our college's most pressing matters, using numbers from 1-10, with 10 being the highest priority. Please bring this sheet to our next meeting or return it by email.

Codified Role	**Responsibility Mandated by**		**Requires an Adopted Plan**	# Rank
	Title 5/ Ed Code or Other Law	Other Regulatory Body		
Curriculum				
▸ New Programs	X	X	X	
▸ Distance Education	X	X	X	
▸ IGETC/CSU Breadth		X		
Degree & Certification Requirements	X	X	X	
Grading Policies				
▸ Plus/Minus	X		X	
Education Program Development				
▸ Grants (FII)	X	X		
▸ CAL-Works	X	X	X	
Standards and Practices re: Student Preparation and Success				
▸ Student Success (Equity)	X		X	
▸ Partnership for Excellence	X	X	X	
▸ Matriculation			X	
▸ Student Preparation (Basic Skills)	X		X	

SAMPLE

73

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District/College Governance structures				
▸ Staff (Faculty) Development	X	X	X	
▸ Committee Membership	X	X		
Faculty Roles & Involvement in Accreditation				
▸ Self-Study, including minority report	X	X		
▸ Annual Report		X		
Policies for Faculty Professional Development	X		X	
Process for Program Review	X	X	X	
Processes for				
▸ Institutional Planning (Strategic Planning, Research)	X	X		
▸ Budget Development	X	X		
Process for Faculty Hiring/Retention				
▸ Hiring Policy	X	X	X	
▸ Equivalency to Minim. Quals	X		X	
▸ Waiver of Min Quals for Tenure	X		X	
▸ FSA	X		X	
▸ Administrative Retreat Rights	X		X	
Consultation with Bargaining Unit	X	X		
▸ Evaluation Procedures	X	X		
▸ Other Bargaining Matters	X	X		

Your senate officers will use this information to

- Set priorities
- Prepare a calendar
- Set agendas

SAMPLE

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*Suggestions for Academic Senate Goals**

At the cabinet level:

1. Schedule/regularize reports of all standing and ad hoc committees: e.g., Technology, Staff Development, etc.)
2. Schedule/regularize reports of all Senate appointments to college committees
3. Review with Senate the Conditions for Minimum compliance [Title 5, Chapter 2, Subchapter 1, Sections 51000 ff.]
    a. Request from college president the copy of the report and documentation sent to the Chancellor's office in April/May; go through a FOIA request, if necessary.
    b. Compile examples and documentation of failures—at the college and district level; (e.g., Transfer Center Plan, Student Success Plan status, and official role of senate—all formal plans required by law; violations of Staff Development—most of work will be done by a student this summer)
    c. If necessary, file a letter of complain to state Chancellor's office
    d. Review and restructure various committees to recapture responsibilities
    - Curriculum Committee: (See esp. Ed Code 70902 (b) (7).)
    - Academic Affairs: develop and submit for Senate approval a proposal plan and conduct a semester or year-long new faculty orientation program.
    - Staff Development: Senate should directly approve all activities for which faculty will be receiving credit (requiring Staff Development to bring proposed plan to the Senate)[Chapter 1 of Part 51 of the Education Code; see esp. 87153] and should approve expenditure of funds (perhaps upon the prior review and recommendation of Academic Affairs).
    - Program Review Oversight Committee: to determine that faculty carry the majority of the votes, regardless of the number of faculty or administrative representatives they have on the Committee.

---

* These goals were suggested by your comments on the goal survey. We will discuss your rankings of these goals at this week's meeting. Note: See Appendix F-1

4. Establish joint Senate-Faculty Senate Task Forces to address areas of common concern such as:
    a. Establishing the district calendar
    b. Investigating Alternative Calendars
    c. See items below under "Work with academic senates in this district" and "Work with Faculty Association"
5. Review Brown Act compliance for all Senate committees, subcommittees, etc.
6. Laminate new cards for all Senate members with the "Ten Plus One"
7. Work with student body president to ensure participation and documentation—up to and including sign-on—that students have appropriate, effective consultation on those 10 areas affecting them: (51023.7)
8. Ensure that the President's Council understands that it can route and make recommendations but cannot determine policy.
9. Demand that the Board of Trustees place in writing their objections to proposals of the Academic Senate that led to any rejection of a matter over which the Academic Senates have been granted purview. [53203 (d) (1).
10. Determine whether the administrative retreat rights were determined and agreed upon "jointly" as required by law. [87458] .

At the Senate level:

1. Determine the process for Program Development (new Program Applications have to be signed off by Curriculum Chair and Senate President) and for Program Discontinuance.
2. Review the part-time hiring policy passed by both senates in 1996 and not yet adopted by the Board; modify as necessary, consult with the Faculty Association, and resubmit to the Board of Trustees.
3. Propose governance structures that include
    a. Make-up of committee (including chair, duration of appointment)
    b. Charge of committee and any sunset requirements, timeframes, etc.
    c. Reporting roles (including submission of minutes, annual report, place on agenda, etc.)

4. Ensure that administratively formed committees have consultation. (A recent Ralph Black legal opinion indicated that the "mere formation of a committee by CEOs requires consultation.") (See AB 1725 Intent Language, Section 4, subsections S, T, and U)

5. Charge Committee on Courses with:
    a. Review of distance education approval process
    b. Review of status of distance education courses created last spring.
    c. Review of the Tech Review Subcommittee structure and voting mechanisms

6. Determine the status of PFE
    a. What plans were submitted?
    b. Who is convening the PFE Committees and who serves now? Request minutes.
    c. Determine nature of and level of monitoring
    d. If necessary, secure copy of district report via FOIA or find out how to secure copy from he Chancellor's Office.
    e. Determine and launch monitoring plans independent of administration efforts; these efforts will make available to the Academic Senate some records with which to start once elections are over.

7. Revise our local tenure review plan, with emphasis on the AAUP Guidelines; determine whether, in our district, that tenure process should be bargained and if so, submit to sister colleges for approval prior to consulting with the Faculty Association. [Section 87610.1(a); AB 1725 Intent Language Chapter 2. Section 4 (w)]

8. Work with counselors and librarians to examine the use of and role of any academic paraprofessionals on this campus: classified staff who teach, counsel, run testing centers, perform transfer or articulation functions, etc.

At the district level

A. Work with other academic senates in this district to:

1. Set up a joint task force to flesh out the Equivalency determination procedure (we're not technically in compliance) and see that the Board relies primarily on the Academic Senate's determination. [875359(b)].

2. Continue to press for a more full Academic Freedom policy (an important feature of accreditation).

3. Send joint letter with Faculty Association to demand full Board agendas as provided by law.

4. Resist changes in agenda of special meetings as a violation of the Brown Act [70902 (b) (7).

5. Resist efforts to gag or stifle direct access to the Board as a violation of law

6. Examine the appropriate role of faculty in administrative evaluations [53130; AB 1725 Intent Language, Section 51 87663 (i)].

7. Explore possibility of having similar curriculum committee composition at both colleges (for maximum power and protection).

8. Remove as a mandatory inclusion on all faculty job descriptions, the Chancellor's "desired qualification" for distance education/technology, retaining those qualifications only when deemed appropriate by the departmental or divisional faculty. [83760(b) 86715(b); AB1725 Intent Language Section 4, (t) (1), (8); 87356 (d) esp. (2) (emphasis added)

9. Seek to amend the current "generic dean" administrative hiring policy to ensure that the job descriptions are individualized per assignment [AB 1725 Intent Language, Section 4 (u) (4) and that "minimum qualifications" contain all language stipulated by the state.

B. Work with the Faculty Association to:

1. Establish a formal mechanism by which the Academic Senate can provide the mandated consultation to the bargaining unit. [87663 (f)]

2. Work out any inconsistencies in the part-time faculty hiring document (e.g., contractual obligation to interview all candidates who have been part-time faculty in district)

3. Secure copies of quarterly apportionment forms (Form 311) to track apportionment spending and allocations such as PFE

4. Determine whether administrators who have retreated to the classroom have done so in violation of existing law and prior to "joint" agreement with the Academic Senate. [87458]

5. Make desired modifications in existing contract

    a. Need for mandatory Peer Evaluation and student evaluation? [87663 (c), (d), (e), (f) and (g)]

b. Fix senate reassigned time: set LHE and allow senates to determine the appropriate distribution

c. Single FSA

d. Include in contract appropriate (re)training for faculty who retreat into administration [87458 (a)].

e. Possibilities of reduced assignments after 55 years of age with self-determination of schedule and retained benefits

6. Send joint letter with other Academic Senates in the district to demand that **full and complete** "agendas and other writings distributed at public meetings…be made available without delay" as provided by law [Government Code, Section 54957.5]

7. Resist changes in agenda of special meetings as a violation of the Brown Act. [Government Code, Section 54954.2(b)]

8. Resist efforts to gag or stifle direct access to the Board as a violation of law. [Government Code, Sections 54950-54962]

Sample Year-End Reports

Below is the table of contents and several examples of the annual reports contained in Lake Tahoe's extensive report. All reports followed the same format.

Academic Senate of Lake Tahoe Community College 2000-2001 Year-End Report

Table of Contents

Membership
- Officers and Representatives
- Senators

Officers' Reports
- President's Report
- Vice President's Report
- Recorder's Report
- Adjunct Representatives' Report

Meetings
- 2000-2001 Meeting Dates

Standing Committee Reports
- Faculty Issues
- Instructional Technology
- Flex
- Staff Development
- Matriculation

Ad Hoc Committee Reports
- Plagiarism and Academic Integrity
- Bylaws Revision
- Faculty Hiring Prioritization
- Workload
- Postings
- Foundation Representatives

College and Other Committee Reports
- College Council
- Curriculum
- Accountability
- Faculty Association Report

Other Reports
- Archives
- Senate Web Site
- Statewide Report
- 2000-2001 Academic Senate Resolutions

Academic Senate Bylaws

SAMPLE

Academic Senate of Lake Tahoe Community College President's Report for 2000-2001

By Kurt Green

First of all, I feel this past academic year was a very important one for the Academic Senate. There were a number of issues that arose, problems that were addressed, and goals that were reached.

Goals and Objectives for 2000-2001

(1) Order in the Senate was established through adherence to Robert's Rules of Order when conducting our meetings. Scott Lukas is to be commended for his efforts in this area.

(2) The role and responsibility of the president of the Senate was validated.
(3)The fulltime faculty hiring committees performed professionally and hired a new cadre of faculty.

(4) The Senate's relationship with the Board continued to be one of mutual respect and open communication.

(5) Most of the Senate committees completed their appointed tasks and are writing up reports of their activities.

(6) The effectiveness of our meetings has improved with the clarification of our meeting agendas. The addition of Administrative Updates and The Good of The Order have opened up communication and helped to spread goodwill among the members.

(7) The revision of the bylaws was a great undertaking, and the ultimate approval of the changes will also help to strengthen and clarify the Senate's role in the governance of the college.

(8) The Senate undertook the usually strident issue of the summer schedule with a spirit of diplomacy and compromise and managed to recommend a schedule to the union.

(9) The Faculty hiring Prioritization Committee performed its task and presented a recommended list of faculty hires to the Senate for approval.

SAMPLE

(10) The Non-credit English as a Second Language position was presented to the Senate, and as of this date, no Senate recommendation has been reached regarding this position's future.

(11) In general, I feel the Senate gained in strength and purpose this past academic year. As our faculty has changed, so has the scope of our Senate. Rather than remaining in the past, the Senate has moved forward in a proactive fashion. There are still many issues that face the Senate and this institution, but the fact that three new officers, all under four years of service at LTCC, have risen to the challenge speaks well of the future of this organization.

Recommendations for 2001-2002

(1) Establish the proposed meetings between the President, Vice-president of Student Services and Academic Affairs, and the Senate President and Vice-president.

(2) Keep the focus on Academic and Professional Matters.

(3) Encourage new/different faculty participation on Senate committees.

(4) Seek classified and student attendance at Senate meetings.

(5) Consider alternative Senate meeting dates.

(6) Ensure adjunct faculty representation.

(7) Increase the Senate's visibility in appropriate arenas.

(8) Continue in statewide Senate activities and opportunities.

(9) Establish a list of Senate goals for the year and remain professionally committed to accomplishing them.

(10) Have the new officers work together as a team, undergirded by mutual respect.

SAMPLE

Academic Senate of Lake Tahoe Community College Vice-President's Report for 2000-2001

By Scott A. Lukas

Goals and Objectives for 2000-2001

1. Meeting Procedures: As part of a revision of meeting practices, I developed a number of guides which facilitated parliamentary procedure and Robert's Rules of Order. By using more aspects of parliamentary procedure, business took place in an efficient manner.
2. Positive Spirit: I incorporated parliamentary procedure door prizes and t-shirts as a way of promoting positive spirit within our academic senate.
3. Good of the Order: The good of the order was added to the end of the academic senate agenda. The good of the order allows people to commend others and offer expressions of a positive nature and thanks.
4. Communication with Administration: Though not part of the duties of the vice-president, I met with the academic senate president and the LTCC vice-president. The meetings allowed the academic senate to maintain good communication with the administration.
5. Year End Report: In line with the Academic Senate for California Community Colleges, I suggested developing a year-end report. The report will feature reports of all standing committees, ad hoc committees, and officers. It will include goals completed and suggestions for the upcoming year.

Recommendations for 2001-2002

1. Logo: It may be a good idea to consider developing an Academic Senate logo. I feel that the art department might be contacted in this regard. A logo would give our senate distinction and increase the professionalism of our communications.
2. Website: I have already spoken with our new vice-president, Mike Spina, in regards to the website. As our outgoing recorder has also indicated, the use of a senate website will allow us to conduct business more efficiently. An academic senate website would increase our visibility and provide our senators and the community with relevant information.
3. Retreats: A daylong retreat would allow our faculty to discuss pedagogical issues in a more relaxed atmosphere. The idea has already been discussed and is being planned, perhaps for Desolation or another appropriate location.

SAMPLE

4. Increase Communication and Shared Governance: As an academic senate we need to review the processes of shared governance and communication on campus. We must assure that the senate maintains an active and powerful role in the shared governance process on campus. We must also be diligent in maintaining effective communication with all of the groups on campus.

5. Committees: In terms of committees, our academic senate might consider addressing the following:

   Structure: Does the structure of our committees allow our senate to maintain effective and active participation in the shared governance processes of Lake Tahoe Community College?

   Charges: We might consider revising and/or writing formal committee charges. These indicate the responsibilities and jurisdictions of our committees.

   Brown Act Compliance: We need to assure that our committees are publicizing their agendas.

6. Adjunct Faculty Issues: We may wish to consider the role of the academic senate in the annual adjunct faculty training. Currently we are allotted a very short time in the overall training. We might ask ourselves, "What do we hope to accomplish relative to our advocacy for adjunct faculty at Lake Tahoe Community College?" The annual barbecue has been very successful, and I recommend that we continue with that tradition.

7. Release Time: Relative to statewide assignments, our academic senate officers are not adequately compensated for their work. The statewide average for senate presidential release time is forty-six percent. Lake Tahoe is currently at twenty-five percent for president. If we wish to remain active at the local and state level, we must negotiate more release time.

8. Meeting Effectiveness: We should continue to review our meeting and operational processes. Particularly in the area of Brown Act compliance, we might look at introducing "Agenda Item Request Forms." These allow items to be placed on the agenda in such a way describing the intent of the item—First Reading (No Action), Second Reading (Action), Discussion Item (No Action), Announcement (No Action), First Reading—Action (Suspension of the Rules).

SAMPLE

Academic Senate of Lake Tahoe Community College Adjunct Representatives Report for 2000-2001

By Jorge Orozco and David Rude

The Adjunct Faculty Representatives are responsible for representing the concerns, ideas and contributions of all adjunct faculty.

Goals and Objectives for 2000-2001

(1) Publish at least one newsletter each quarter which covers a variety of adjunct areas and concerns.
The adjunct faculty representatives published one newsletter in the fall and winter quarter and two in the spring quarter.

(2) Survey the adjunct faculty to gather ideas and thoughts in areas of interest.
The Committee surveyed the adjunct faculty on three separate occasions. The first was designed to solicit general concerns and ideas from the adjunct faculty. The second was created to collect opinions regarding ISSI and the summer school schedule. The third, and final, survey was prepared for the Instructional Technology Committee. All three surveys were met with excellent responses from the adjunct faculty.

(3) Develop teaching strategies workshop for adjuncts.
David Rude co-facilitated a Classroom Assessment Training workshop with Jane Ellis and facilitated a Creative Teaching Strategies workshop. Both were offered to all adjuncts and compensation was given to those who attended.

(4) Gain further representation on major committees.
David Rude participated in the Instructional Technology Committee as well as was the adjunct representative to the College Council.

Recommendations for 2001-2002

(1) Hold quarterly meetings to give adjuncts a better voice in their representation.

(2) Secure storage locations for adjuncts to hold materials used in classes.

SAMPLE

Academic Senate of Lake Tahoe Community College

College and Other Committee Reports

Curriculum Committee Report for 2000-2001

By Sal López

Goals and Objectives for 2000-2001

These are the issues which were discussed and/or decided upon at this year's Curriculum Committee.

(1) On-line Curriculum: A subcommittee of members from the CC and the Tech. Com. was formed to look at tightening down the curricular requirements for offering on-line classes.

(2) Distance Education: No decision made on this issue.

(3) Database: Mike Spina made a presentation on a curriculum management system (ACCESS) by which faculty can input proposals for new courses and modifications of existing courses.

(4) Deadlines: It was decided that all new course proposals to be included in the following year's catalogue must get to the area dean three to four weeks before the November 15 deadline. This will allow the committee to review these proposals with ample time. For course medications, these must be in three to four weeks before the January 15 deadline for the same reason.

(5) Advisories: It was decided that an advisory grid is not necessary when proposing advisories for a course. However, if a faculty member establishes prerequisites as part of a course outline such prerequisites must be stipulated on the sample grids provided on the course outline form.

Recommendations for 2001-2002 Committee

None stated

SAMPLE

Some Relevant Portions of Law

California Open Meetings Acts

This appendix excises relevant portions of the Brown Act (and provides comparable section numbers for the revised Bagley Keene Act, noted in italics). Following each section are "Senate Notes," suggesting the relevancy for local senates. Complete texts of both laws can be accessed from the Academic Senate Web site.

Basis for the Brown and Bagley-Keene Acts

Both of these legislative acts wanted to ensure the public its right to observe policy makers and to participate in their deliberations. The following intent language appears as intent language for the Brown Act:

> In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.
>
> The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

Senate Note: Meetings of public bodies must be "open and public," and actions may not be secret. Further, observers have the right to the background information upon which decisions are made. If only abbreviated agendas are afforded faculty, copies of supportive documentation, data, analyses, etc. must be made available at the meeting. It may well be important for your comment publicly that because the materials were not available to you as a consulting body, you need additional time to study and comment upon the proposed action. Withholding information is neither in the spirit of these laws nor supportive of effective participatory governance.

Agencies Covered: These section references apply to the Ralph M. Brown Act; where relevant, parallel sections in the Bagley-Keene Act are noted in brackets)

- Local Agencies, including counties, cities, school and special districts §54951 (§11121).

- "Legislative bodies" of each agency are the boards whose meetings are governed by the Brown Act—the agency's governing body plus any board, commission, committee, task force or other advisory body created by the agency, whether permanent or temporary [§ 54952(b) (§11121(c))]. Collectively these will be called "covered boards."

- Any standing committee of a covered board, regardless of number of members §54952(b). [§11121(b)]

- Non-profit corporations formed by a public agency or which includes a member of a covered board and receives public money from that covered board §54952. [§11121(d)]

- NOT affected are: meetings of ad hoc, advisory committees consisting of less than a quorum of the covered board §54952(b); most non-profit corporations; courts and court agencies; state government (See Bagley-Keene Act for state agencies, §§11120-11132).

  Senate Note: Legal opinions offered to California community college districts by their own counsel disagree as to the application of §54952(b) to local senate standing committees when obviously comprised of "less than a quorum of the covered board." A recent court decision in the case of Pasadena City College seems to suggest that the law does apply to those committees in addition to the meetings of the local senate which serves as an advisory body to a legislative body—the local board of trustees. Good practice, however, would suggest that meetings of standing committees should abide by the provisions of the Brown Act, particularly the posting of agendas, the provision for public commentary, and the casting and recording of votes.

Functioning of Meetings

To preserve the public's rights under the Brown Act, an agency must:

- post and send notice and an agenda for any regular meeting [§§54954, 54954.2]

- mail notice one week before regular and special meetings to those who request it [§54954.1] (§11125(a)).

- take action only on items appearing on the posted agenda, except for emergencies, in instances where two-thirds of the legislative body (or all if less than 2//3 are present) determine that the need for action arose after the agenda was posted [§54954.2] (§§11121(b), 11125.3, 11125.5).

- post notice of continued meetings [54955.1](§11119)
- notice special and emergency meetings [§§54956, 54956, 54956.5] [§54955.1] (§§11125.3, 11125.5)
- allow media to remain in meetings cleared due to public disturbance [§54957.9] (§11116.5)
- limit action to items on the agenda, absent special circumstances [§54954.2 (a), (b)] (§§11126, 11126.5)
- hold meetings in the jurisdiction of the agency except in limited circumstances [§54954(b)(1) (4),(c),(d),(e) (§§11126 .7)], and in places accessible to all, with no fee [§54961(A)] (§11132)
- do not require a "sign in" for anyone wishing to attend or to speak [§54953.3] (§11124)
- allow recording and broadcast of meetings [§54953.5(a)], and let the public have a copy of and listen to any recording made by the agency of its open meetings [§54953.5(b)] (§11124.1)
- allow the public to address the covered board at regular or committee meetings, on any item in the agency's jurisdiction [§54954.3(a)] (§11125.7)
- conduct only public votes on action items, with no secret ballots [§54953 (c)]
- treat documents as public "without delay," if distribution before or at the meeting, unless they are also exempt under the Public Records Act [§54957.5]
- Teleconferences: Bagley Keene §11123. Significant features include the need for one member of the body to be physically present at the location specified in the notice of the meeting (§11123(F), and requirement that all votes taken shall be by rollcall (§11123(D)
- Internet postings: Bagley Keene (§11125)

Senate notes: Meetings of public bodies must be "open and public," actions may not be taken in secret, and action taken in violation of open meetings laws is subject to being voided [§§ 54953(a), 54953(c), 54960, 54960.1]. Action may be taken only on items appearing on the posted agenda. Strategies for the election of officers can be provided that will permit adherence to

the Brown Act while protecting the sanctity of the ballot. These suggestions appear in Part III ("Strategies for Voting on Agenda Items") of this handbook.

Violation of the Brown Act

Each member of a legislative body who attends a meeting of that legislative body where action is taken in violation of any provision of this chapter, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this chapter, is guilty of a misdemeanor. [§54959]

Senate Notes: The following comments apply both to senate officers who may be confronted by apparent violations by their boards of trustees, or more rarely, to senators or faculty who confront inadvertent violations within their local senates and its standing committees.

Actions to Take if a Meeting is Closed that Should be Open

- use the text of The Ralph M. Brown Act to check the law, to protest and enforce all notice requirements, and refuse to leave
- leave only if ordered by law enforcement to do so

Possible Actions to Take if a an Illegal Closed Meeting has Been Held

- ask participants what happened, and get reports of actions taken and copies of contracts approved
- contact the First Amendment Project, Society of Professional Journalists, or California First Amendment Coalition for advice
- write a letter to the covered board asking it to "cure and correct" the action by discussing and voting on the matter in a public forum
- write an article or letter to the editor about the apparent violation
- contact the District Attorney under §54959 (§11130), or take legal action under §54960(a) against violations or any "gag rule" imposed on a body's members.

A court may then:
force the agency to make and preserve tapes of closed sessions [§54960(b)] (§11130(b))
declare actions taken null and void [§54960.1] (§11130(b))
award costs and attorneys fees [§54960.5] (§11130.5)

Sample Agenda

AGENDA TEMPLATE
Miramar College Academic Senate
[Insert Date]
Room I-110 3:30p – 5:00p

Approval of Minutes

Treasurer's Report

Guests:

1.
2.

Reports:

1. President
2. Past President
3. Administration
4. Classified
5. Associated Student Council
6. Committee Reports
7. Announcements

Old Business:

1.
2.
3.
4.
5.

New Business:

1.
2.
3.
4.
5.

Adjourn:

SAMPLE

Sample Agenda: Complete Text, Irvine Valley College

Meeting of the Representative Council
Thursday, February 14, 2002
2-4 p.m., B209

A. ADOPTION OF AGENDA

Item 1
Agenda: February 14, 2002
Status: new
Background: The cabinet submits the agenda for review and approval.
Attachment: n/a
Action Requested: adoption as submitted or as amended

B. INTRODUCTION OF GUESTS

Senate meetings are open. Guests are welcome and invited to contribute to discussion on agenda items.

C. RECORD OF THE PREVIOUS MEETINGS

Item 2
Record: Report of Minutes, January 31, 2002
Status: new
Background: The record for the previous meeting of the Representative Council is submitted for review and approval.
Attachment: A (at meeting)
Action Requested: adoption as submitted or amended.

D. CONSENT CALENDAR

The following items are submitted for approval by consent. Items may be removed from the consent calendar upon the request of any senator.

E. REPORTS OF STANDING COMMITTEES

Academic Affairs
Courses
Item 3
Status: new
The Committee on Courses submits the results of its work for consideration by the Academic Senate for consideration and approval for submission to the Board

SAMPLE

of Trustees. Recommendations are organized according to category, each with a separate attachment, for serial consideration.

The cabinet recommends that the curriculum be considered and approved according to the following procedure: recommendations by the Committee on Courses will be considered in a consent calendar format, so that any specific curricular recommendation under any item may be pulled for individual consideration upon request and second from the floor, and all recommendations not so pulled will be considered together by category.
Action Requested: Review and approval.

Issue: n/a
Curriculum Recommendation: New Majors
Attachment: B

Curriculum Recommendation: Actual Revised Majors
Attachment: C

Curriculum Recommendation: Deleted Programs
Attachment: D

Curriculum Recommendation: New Courses
Attachment: E

Curriculum Recommendation: Actual Revised Courses
Attachment: F

Curriculum Recommendation: Deleted Courses
Attachment: G

Curriculum Recommendation: Curriculum Revisions
Attachment: H

Curriculum Recommendation: Technical Changes
Attachment: I

SAMPLE

F. REPORTS OF SPECIAL COMMITTEES

Technology

G. SPECIAL ORDERS

H. UNFINISHED BUSINESS

Item 3

Committee Appointments

Status: continued

Background: Several college committees seek faculty representation, and have requested that the Senate appoint faculty members.

Program Review—2 members

Attachments: n/a

Action requested: Nomination and/or approval of faculty members for the listed committees.

Item 4

Academic Senate Officer Election

Status: continued

Background: The end of the Spring Semester marks the end of the terms of the current officers of the Senate. Therefore, it is necessary to nominate and elect new officers. The positions of President, Vice President, Recorder, Chair of the Academic Affairs Committee, and Chair of the Committee on Courses must be filled. According to the bylaws of the Senate, the President and Vice President are elected by a vote of the General Assembly, while the Representative Council appoints the Recorder, Past President, and chairs of standing committees. At the January 17, 2002, meeting of the Representative Council, nominations were opened, and an election schedule was set, whereby nominations will close at the meeting of the Representative Council on February 28, 2002, with polling taking place between April 1 and 4, 2002. Professor Jeff Kaufmann has been nominated for the office of President, and Professor Greg Bishopp has been nominated for the Office of Vice President. Additional nominations for these and other offices are sought. Nominations will close at the next meeting of the Representative Council.

Attachments: n/a

Action requested: Accept additional nominations for Senate officers.

Item 5

Appointment of Elections Committee

Status: continued

Background: The Senate must appoint an Elections Committee to oversee the election of its officers and the referendum on +/- grading. According to Senate by-laws, the "representative council of the academic senate shall appoint an

SAMPLE

elections committee to oversee elections and/or balloting involving the faculty at large (general assembly). The elections committee shall be chaired by the parliamentarian. This committee shall conduct elections or balloting in accordance with procedures developed by the representative council, and in accordance with relevant provisions of the by-laws. Sitting officers of the representative council shall not sit on the elections committee. The elections committee shall conduct, tabulate, record, and report the vote." The Senate at this time seeks nominations for membership on the Elections Committee.

Attachments: n/a

Action requested: Nomination and appointment of faculty to the Senate Elections Committee.

Item 6

Academic Senate Committee Structure—By-laws revision: Ad hoc committee appointments

Status: new, action

Background: During the January 17, 2002 meeting of the Academic Senate, the Representative Council created an ad hoc committee to construct a formal proposal regarding the revision of Academic Senate by-laws regarding the structure of the Senate's standing committees, the composition of the Senate Cabinet and Representative Council, and quorum rules, and appointed Lewis Long and Miriam Castroconde to this committee. The cabinet seeks additional faculty members to serve on the committee. The members of the committee would be potential candidates to serve as chairs of the new standing committees, should the revision be adopted. The existing members of the committee have set the first meeting for February 21st at 1:00 p.m. in the Academic Senate offices.

Attachments: n/a

Action requested: Nomination of additional faculty to an ad hoc committee to construct a formal proposal for a possible by-laws revision.

Item 7

Academic Honesty Policy

Status: continued, second reading

Background: In 1998, the Academic Senate adopted as its recommendation to the college an Academic Honesty Policy, including recommended processes and actions related to transgressions of the policy. The cabinet recommends that this policy be reviewed, and if necessary, modified.

Attachments: J

Action requested: Review of the Academic Senate's Academic Honesty Policy and modification as necessary.

SAMPLE

I. NEW BUSINESS

Item 8

Distance Education Course Approval Process

Status: new, action

Background: Last year, an ad hoc committee created by the Senate recommended a course approval process, which was adopted by the Senate. The Committee on Courses and the Office of Advanced Technology have recommended a method for implementation of the process, as described in the attachment.

Attachments: K

Action requested: Review and adoption of the recommended method for approval of Distance Education courses.

Item 9

AR 5604 (Eligibility for Admission)

Status: new, action

Background: A committee of representatives of all governance groups from both campuses has constructed and proposed an Administrative Regulation to govern the implementation of the revised Board Policy 5604 on eligibility for admission. A proposal for this Administrative Regulation is brought to the Senate for review and adoption. Should the Senate approve the Administrative Regulation, the cabinet further recommends that the Representative Council refer to the Academic Affairs Committee the question of how this AR be implemented on the IVC campus.

Attachments: L

Action requested: Review and adoption of the proposed Administrative Regulation 5604.

Item 10

Academic Honesty Policy

Status: new, first reading

Background: The IVC administration has recommended that the Academic Senate consider a faculty code for ethics. The cabinet submits the attached "Statement of Professional Ethics for Faculty" for discussion and review.

Attachments: M

Action requested: Review and discussion of the proposed "Statement of Professional Ethics for Faculty."

WITHDRAWN

SAMPLE

BEST COPY AVAILABLE
EMPOWERING LOCAL SENATES

J. PRESIDENT'S REPORT

Status of Administrative Interim Appointments
Academic Administrator Evaluation Process
Academic Administrator Hiring Process

K. ANNOUNCEMENTS AND OPEN FORUM

Senators, officers, and guests are invited to make brief announcements and/or comments about matters not on the agenda.

L. ADJOURNMENT

The president will request adjournment of the meeting.

SAMPLE

Additional Information: Parliamentary Procedures

PROPER RULES OF ORDERFORBETTER MEETINGS
By Richard E. Lucas, CCP

New 1990 edition

Here is a handy-guide to proper Rules of Orders that will make meetings better, faster and more effective. It is based on Robert's Rules of Order Newly Revised, 1990 edition, with quick answers when you need them, and page references for more serious study. Use to develop Leadership Skills for more impact in any meeting you attend.

The Four Golden Rules

1. Justice and fairness for all
2. One item of business at a time
3. Right of the minority to be heard
4. Right of the majority to prevail

To Start Meeting

Start meeting on time with one rap of the gavel. Say: "The meeting will come to order." 24
Be certain a quorum is present 339
If no quorum, you can: 1. Fix the time to which to adjourn, 2. Adjourn, 3. Recess, or 4. Take steps to obtain a quorum. 342
If urgent business requires action it must be ratified at a later meeting at which a quorum is present 342
Members address the chair by suitable title: "Mr. or Madam President, Mr. or Madam Chairman, etc." 21

Minutes

"The secretary will read the minutes." "Are there any corrections? If there are no corrections (further corrections), the minutes are approved as read (as corrected)" 348

Treasurer's Report

"The treasurer will report." "Are there any questions? The treasurer's report will be placed on file" (Do not adopt) 467

Agenda 367ff

Opening, Invocation, Pledge & Welcome

1. Reading and Approval of Minutes
2. Reports of Officers, Boards and Standing Committees
3. Reports of Special Committees
4. Special Orders
5. Unfinished Business and General Orders
6. New Business

Featured Program or Education

Announcements

Adjourn- Give date and time of next meeting.

The Handling of a Motion 31ff

1. A member makes a "motion". Says, "I move that..."
2. Another member seconds it. Says, "Second"
3. The chair states the question
4. The chair asks for discussion
5. Chair puts question to a vote (Asks for "Ayes" and "Noes")
6. Chair announces results and assigns responsibility

Points Worth Knowing

Amendments must be germane i.e. Closely related to the pending motion 128
Previous Question: Motion to stop debate and vote 194
Bylaws cannot be suspended 261
Quorum: Number of members, entitled to vote, who must be present in order to legally transact business 339
No member may speak more than twice to same question without consent of the body 384
Majority: Means more than half 395
2/3 Vote should be a rising or counted vote 396
Committee: Body of one or more to consider, investigate and/or act for the body 479

Precedence of Motions

Rk*	Name of Motion	Rules**	Pg
Main Motions: Lowest in rank. Can be made only when no other business is pending			61
1	Main Motion, Incidental Main Motion.	SDAMR	97
	Original Main Motion introduces NEW business		97
	Incidental Main Motion relates to business of the assembly, its past or future action		98
Subsidiary Motions: To change wording or perfect motion			
2	Postpone Indefinitely	SDMR+	123
3	Amend	SDAMR	127
4	Refer or Commit	SDAMR	165

5 Postpone Definitely	SDAMR	176
6 Limit or Extend Debate	SATR	188
7 Previous Question	STR	194
8 Lay on the Table	SM	207

Privileged Motions: Highest in rank

9 Orders of the Day	IC	217
10 Questions of Privilege	IC	223
11 Recess	SAM	229
12 Adjourn	SM	232
13 Fix Time to Watch to Adjourn to	SAMR	241

Recall Motions: "Bring Again" to assembly

Take from the Table	SM	294
Rescind or Amend Something Previously Adopted	SDATR-	299
Discharge a Committee	SDATR-	304
Reconsider, Reconsider & Enter	SDM	309
Ratify (2/3 if action required 2/3 vote)	SDAMR	121

Incidental Motions: Have no rank, but arise out of pending question. They require immediate consideration.

Point of Order	IC	247
Appeal	SDMR	254
Suspend the Rules	ST	259
Suspend Standing Rules	SM	263
Object to Consideration	IT-R-	265
Division of the Assembly	I	276
Close Nominations or Polls	SAT	283
Re-Open Nominations or Polls	SAM	283
Point of Information	IC	285

See Robert for other incidental motions

*RK Motions of higher numerical rank are always in order 52

**** Rules & Characteristics**

I- Can Interrupt
T- 2/3 Vote Req'd
S- Second Req'd
R- Can Reconsider
D- Debatable
C- Chair Decides
A- Amendable
+-Affirmative
M-Majority Vote --
- Negative Only

100

Proper Form for Use by Chairmen and Members

1. Main Motion: SDAMR To Introduce business.

Can be moved only when no other business is pending.

Member: Mr. President. (or appropriate title)
Chair: The chair recognizes....
Member: I move that.... (S)
Chair: It is moved and seconded that....
(D) Is there any discussion?
(Q) Are you ready for the question?
M All those in favor, say Aye. (Pause)
Those opposed, say No. (Pause)
The Ayes have it & the motion is adopted
The Noes have it & the motion is lost.
2/3 All those in favor will rise... Be seated.
Those opposed will rise... Be seated
There are two-thirds in favor and the motion is adopted.
There are less than two thirds in favor and the motion is lost.
Is there any further business?
The next Item of business is....

2. Postpone Indefinitely: SDMR + To reject motion.

Member: I move that the motion be postponed indefinitely. (S)
Chair: It is moved and seconded that the motion be postponed Indefinitely. (D)

3. Amend: SDAMR Modify wording of pending motion.

Member: I move to amend the motion by — (S)
inserting... before (or after)....
adding.... (at end of motion)
striking.... (Delete word or words)
striking... and inserting....
substituting.... (Substitute motion)
Chair: It is moved and seconded to amend the motion by.... (as moved) (D)

4. Refer or Commit: SDAMR To allow further study.

Member: I move to refer the motion to the.... committee. (S)
(If special committee, mover may name
committee, chairman, number of members, and if
members are to be appointed or elected.)
Chair: It is moved and seconded to refer the motion to the.... committee... (as moved) (D)

5. Postpone Definitely: SDAMR Move to later time.

Member: I move to postpone the motion until... (S)

Chair: It is moved and seconded to postpone the motion until... (D)

6. Limit Or Extend Debate: SATR Regulate debate.

Member: I move to limit (or extend) debate to... (S)

(Number of minutes, speakers or time.)

Chair: It is moved and seconded to limit (or extend) debate... (as moved) (Q)

7. Previous Question: STR To stop debate and vote.

Member: I move the previous question. (S)

Chair: The previous question has been called far. (Q)

8. Lay On The Table: SM Set aside temporarily.

Member: I move to lay the motion on the table. (8)

Chair: It is moved and seconded to lay the motion on the table. (Q)

9. Call For Orders Of The Day: IC Follow agenda.

Member: I call for the Orders of the Day.

Chair: The orders of the day have been called for. If there is no objection, we will proceed to the proper order of business. (If put to a vote, requires 2/3 vote not to conform to agenda.)

10. Question Of Privilege: IC Ask for privilege.

Member: I rise to a question of privilege.

Chair: State your question of privilege. (Chair corrects problem. If put to a vote, it is subject to rules SDAMR.)

11. Recess: SAM Short intermission in proceedings.

Member: I move that we recess for... (S)

Chair: It is moved and seconded that we recess for... (Can amend as to time.) (Q)

(When not privileged it is an incidental main motion and subject to rules SDAMR.)

12. Adjourn: SM To adjourn or close the meeting.

Member: I move we adjourn. (S)

Chair: It Is moved and seconded that we adjourn. (Q)

(When not privileged it is an incidental main motion and subject to rules SDAMR.)

13. Fix Time to Which To Adjourn: SAMR Set time when an adjourned meeting will be called to order.

Member: I move that when we adjourn, we adjourn to meet at… (time and place) (S)

Chair: It is moved and seconded that when we adjourn, we adjourn to meet at… (time and place) (Q)

(When not privileged it is an incidental main motion and subject to rules SDAMR)

Point of Order: IC To call the chair to order.

Member: Point of order.

Chair: State your point of order. (Response) Your point of order is well taken. (Chair corrects error), or

Your point of order is not well taken. (Chair proceeds, subject to appeal)

Appeal: ISDMR To challenge decision of the chair.

Member: I appeal from the decision of the chair. (S)

Chair: (After explanation) Shall the decision of the chair be sustained? (D) (Undebatable if indecorum, priority of business, or pending question is undebatable)

Suspend The Rules: ST Set rules aside temporarily.

Member: I move to suspend the rules to… (S)

Chair: It is moved and seconded to suspend the rules to… (as moved) (2/3) (Q)

Object to Consideration of the Question: IT-FI. To prevent consideration of an original main motion.

Member: I object to consideration of the question. (Must interrupt speaker before he starts discussion.)

Chair: Consideration of the question has been objected to.

Shall the question be considered? (Q)

(Requires 2/3 in negative not riot to consider.)

Division of the Question: SAM To divide motion.

Member: I move to divide the question to consider separately the motion that… and that… (S)

Chair: It is moved and seconded to divide the question to consider separately the motion that… and that… (Each part must be able to stand alone.) (Q)

Consider Seriatim: SAM Consider by paragraph.

Member: I move to consider the motion seriatim. (S)

Chair: It is moved and seconded to consider the motion seriatim or by paragraph. (Q)

Division Of The Assembly: IC Recount the vote.

Member: (Can Interrupt) Division.

Chair: A division has been called for. (Chair proceeds to take a rising vote.)

Take from the Table: SM Take motion from table.

Member: I move to take from the table the motion that... (S)

Chair: It is moved and seconded to take from the table the motion that... (Q)

(Only If tabled at same or preceding meeting.)

Reconsider ISDM Reconsider vote taken earlier.

Member: I move to reconsider the vote taken on... I voted on the prevailing side. (S) (Can interrupt for the purpose of making the motion only.)

Chair: It is moved and seconded to reconsider the vote on... (D) (When motion to reconsider interrupts, chair says: The secretary will note that a motion to reconsider the vote on... has been made)

Point of Information: IC To ask for or give information.

Member: Point of information.

Chair: State your point.

Legend:

(S) Second by another member required.

(D) Chair asks for discussion, puts to vote.

(Q) Chair calls for question, puts to vote.

Academic Senate Resolution Process

As a voting delegate you may write, propose, second and vote on resolutions presented at the Plenary Sessions of the Academic Senate. The following is a description of the resolution process as written in the Session Rules.

I. **Resolution Writing at the Plenary Session:**

A. All new resolutions must be submitted to the Resolution Session Chair by a time established in the adopted program of events for the Plenary Session.

B. New resolutions submitted on the second day of session will be held to the next Plenary Session unless the resolution is of an urgent nature.

1. The Resolutions Committee reviews all submitted resolutions and amendments and combines, rewords, appends or renders moot the resolutions and amendments as necessary.

2. The Executive Committee meets after the resolution deadline on the second day to determine whether those submitted as urgent should be presented for voting on the last day of session.

C. All resolutions must be properly constructed with the following criteria:

1. Must be proposed

a. by one of the formally established committees of the Senate through the Executive Committee, or

b. attendees, at the Area Meetings of the Senate, or

c. at the Plenary Session by a registered attendee and signed by four voting delegate seconders.

2. Must be submitted on the forms provided using hand printing or typing to ensure legibility.

3. Must be limited to four "whereas" sections and four "resolved" sections.

D. Assistance in properly constructing resolutions is available at the Resolution Writing Sessions or from the Resolutions Committee members.

E. The Resolutions Committee will edit resolutions so that they conform to the following:

1. The Senate recommends or directs its Executive Committee to do something. If the activity requires substantial resources in time or funds, the Executive Committee will be able to carry it out only if the resources are available.

2. The Senate may only urge or recommend a policy or action to local senates, the Board of Governors, the Chancellor, or other groups and individuals.

3. Resolutions directing committees will all be interpreted to be directing the Executive Committee since it is the responsibility of the Executive Committee to distribute the work of the Senate.

F. Resolutions submitted by:

1. the deadline of the first day of session, will be available for discussion and amendment at Area Meetings on the second day of session.

2. Resolutions submitted on the second day of session by the posted deadline will be held to the next session unless the principal author declares the resolution urgent and the Executive Committee approves urgent status at a meeting, time and place of which are clearly indicated in the session program.

3. Resolutions submitted by the posted deadline and ruled urgent will be available by 7:30 am on the third day of session.

4. An "urgent" resolution means:

a. A time critical issue is addressed which will disappear before the next session can deal with it, and/or

b. An Academic Senate position is needed before the next session.

II. Resolution Presentation: In order for a resolution to be deliberated by the general session, the resolution:

A. Must be duplicated with copies made available for distribution. (Duplication is the responsibility of the Executive Committee, not the delegate.)

B. Will be presented in the order decided by the Resolutions Committee, except as provided for changing the agenda in Robert's Rules of Order, Newly Revised.

C. Is read by the president and may be introduced at the plenary session by the maker or a seconder of the resolution.

III. Resolution Amendments:

A. Amendments to resolutions must be moved

1. by the Area Meetings of the Senate, or,
2. at session, by a registered attendee with four voting delegate seconders.

B. Amendments must be presented in writing to the Resolution Committee chair by the posted deadline of the second day of session.

C. Robert's Rules of Order, Newly Revised shall govern the scope and use of amendments.

IV. Resolution and Amendment Discussion:

A. Discussion on any resolution including any amendment(s) thereto, shall be limited to 15 minutes with an option to extend by a vote of a simple majority.

B. The President will recognize pro and con arguments alternately. When there is no speaker on the side of the motion that is to be heard next, debate on that question is closed.

C. Each speaker who wishes to address a motion, a resolution, or an amendment shall:
   1. Come to the pro or con microphone as appropriate.
   2. State his or her name and college.
   3. Be limited to five minutes in making a presentation.

D. Any attendee at the session may participate in the debate.

E. A "middle" microphone will be used for parliamentary inquiries and related points.

V. Resolution Voting:

A. Only voting delegates with voting badges may vote (except as provided in D.)

B. Voting will be at the direction of the President (or designee as Chair).

C. The President or any delegate may call for a division of the house. Division of the house shall be a standing vote.

D. For purposes of voting on resolutions only, a voting delegate may give his or her voting badge to someone else provided that this person is also a faculty member sent by the same college senate as the delegate or, for a district delegate, a faculty member sent by the same district.

VI. Resolution Tabulation and Recording:

A. The president announces the outcome of the vote.

B. Vote results shall be recorded by the Secretary.

C. The Secretary shall:

1. List the mover of the motion and college affiliation; the person recorded as mover shall be the person listed as such on the printed resolution/amendment form.
2. List the disposition of the vote as Carries, Fails, Referred
3. Record any minority reports if so directed by the majority of the voting members of the General Session.

VII. Disciplines List Special Procedure

Because the Academic Senate for California Community Colleges must consult with the in the development of the disciplines list, it is not possible to amend resolutions involving changes to the current disciplines list. Proposed changes must either be voted up or down as presented. Any proposed change on the consent calendar may be pulled and voted on separately.

VIII.Participation of Executive Committee Members at Session Debate:

A. To the extent possible, resolutions should be sponsored by local college delegates rather than executive committee members.
   1. When a resolution originates at an area meeting, the sponsoring delegate should be listed as the originator.
   2. When a resolution originates in a committee, those non-executive committee member delegates with primary responsibility for the subject should sponsor the resolution.
   3. During the plenary sessions, when a resolution is developed jointly by executive committee members and local college delegates, the delegates should be urged to carry the resolution.

B. During the debate on the floor, members of the executive committee should make every effort to encourage the field to speak. If an executive committee member has sponsored a resolution, a neutral introduction should be provided to allow delegates from the floor to debate the issues.

C. No one shall speak again until all others have expressed their opinions.
D.All debaters should adhere to the ground rules of sticking to the issue and refraining from personal attacks.

E. Executive Committee members have the additional responsibility of ensuring that debates are held in a professional, courteous manner that allows the Senate to reach closure on each issue expeditiously.

[NOTE: In all other issues, the Plenary Session shall follow Robert's Rules of Order, Newly Revised.]

Sample Resolution Form

RESOLUTION FORM FOR USE BY LOCAL SENATES

Subject: _____

*Mover: _____

Division/Department: _____

*Seconder: _____

Division/Department: _____

Whereas, The _____

_____

_____

; and _____

Whereas, The _____

_____

_____

; and _____

Whereas, The _____

_____

_____

_____

Whereas, The _____

_____

_____ ;

Resolved, That the Academic Senate for [Name of your college] College _____

_____ ;

and _____

Resolved, That the Academic Senate for [Name of your college] _____ ;

and _____

_____

*A mover and seconder must be a senator, officer, or member of the executive committee of [name of your college] Academic Senate).

SAMPLE

Sample Resolution Form

Miramar College Academic Senate Resolution:

Faculty Evaluation of Campus/District Administrators:

1st Reading: May 2nd, 2000

Mover _____

Second _____

Whereas: AB-1725 (1988) states that, "faculty should be included in the evaluation of administrators," and

Whereas: AB-1725 also requires that faculty be routinely and systematically evaluated by their students, and this is being accomplished, and

Whereas: it may be in the best interest of the administrators involved to be professionally reviewed by their faculty, and

Whereas: such an evaluation of administrators may be accomplished as advisory, both at each campus and at the district level, and

Whereas: the specifics of when to evaluate and how often to evaluate, plus the forwarding of such evaluations, etc., can be worked out via the attached recommended by all concerned, Therefore

Be It Resolved: The Miramar College Academic Senate forward the attached form for Faculty Evaluation of Administration to our three (3) sister Senates for their initial input and consideration.

Results of 1st Reading on May 2nd, 2000 _____

Results of 2nd Reading (if any) on May 16th, 2000 _____

Note: Quoted section of this Resolution taken from the State Resolution passed—unanimously—on April 15th, 2000 at the San Francisco State Conference.

SAMPLE

SAMPLE RESOLUTION, ANNOTATED

First "whereas" sets the context for the current issue--law, historical perspective, past Academic Senate actions, etc.

"Resolved" statements (up to 3) detail the action in response, usually from the broadest statement outside of the organization (if applicable) to directives to the Academic Senate or its officers for response internal to our organization, or for the body to reaffirm previous statements, resolutions, commitments. That order is reversed here.

6.02 F01 Access for Students with Disabilities
Ann Holliday, Coastline College, Area D

Whereas The Chancellor's Office for California Community College supports Section 504 of Americans with Disabilities Act and Section 508 of the Rehabilitation Act an has assured The Office for Civil Rights that the California community colleges will provide access for students with disabilities;

Whereas, The legal counsel for the California Community Colleges has rendered an opinion that provisions of Section 508 of the Rehabilitation Act require electronic access compliance for students with disabilities; and

Whereas, Student access is a district and college responsibility, and many community colleges are relying solely on their Disable Student Programs and Services, for example AB77 finds, to ensure access through the California Community College system;

Resolved, That the Academic Senate for California Community Colleges request the Chancellor's Office to Provide local senates and college presidents information on access for students with disabilities to be shared with all local faculty, staff, and administrators; and

Resolved, That the Academic Senate for California Community Colleges request that the Chancellor's Office reaffirm that colleges and districts are fiscally and educationally responsible for providing access for all students, including individuals with disabilities;

Resolved, That the Academic Senate for California Community Colleges request that the Chancellor's Office develop and implement a systematic process to assess how each college is meeting disability access guidelines.

Specific actions requested here must follow logically from the explanation of the problem in the "Whereas" sections; in some cases, each "whereas" may be given a corresponding "Resolved."

Second "whereas" (and third and fourth, if needed), lay out the specifics of the issue and the consequences, particularly if left unaddressed.

Note language that "requests" or that "urges" action to be taken by entities other than our own Academic Senate. Resolved clauses may request action taken "as soon as feasible," or "at the Fall 2006 plenary session."

SAMPLE

Sample Summary of Local Senate Resolutions

Summary of Resolutions

199X-9Y Resolutions considered by the Rancho Santiago Academic Senate

Number	Therefore, be it resolved that the A.S. for RSC	Date/Action Taken
F9X.1	strongly denounces the human abuses and practice of ethnic extermination occurring in Bosnia-Herzegovina Further, the Academic Senate of R.S.C. calls for an overall awareness and discussion on the issue of ethnic extermination occurring in Bosnia-Herzegovina within our surrounding and academic community Finally, be it resolved that the Academic Senate of R.S.C. urges our local, state, and national leader ship to initiate any and support all efforts world wide aimed at the immediate termination of such atrocities.	8/14/9X Passed
F9X.2	insist that the chancellor and the Board of Trustees recommend positive actions be taken to adhere to the stated commitment. Be it also resolved that a task force be established to develop plans to monitor implementation of these stated commitments to increase the ratio.	8/14/9X Passed
F9X.3	recommends to the Chancellor and the Board of Trustees the following change to the District reorganization plan: The list of Academic Division shall be amended to include a 13th Division named "Occupational Education and Industry" comprised of the departments of Apprenticeship, Contract Education, Gemology, Quality Assurance, Insurance, Real Estate, Travel/ Tourism, and Water Utility Science/Public Works/ Environmental Studies. Be it further resolved that the Academic Senate authorizes the faculty and department chairs to form a division curriculum committee this year; and that the Senate intends to provide for division Senators to represent the division; and that the Senate recommend that the division be led by a faculty division chair (instead of a division dean).	9/1/9X Failed

SAMPLE

Academic Senate of Lake Tahoe Community College

2000-2001 Academic Senate Resolutions

October 6

Resolved, that the Senate establish a standing committee with the name "Issues Committee." CARRIED

Resolved, recommending that Dr. Lease create a college committee to provide the opportunity for the administrators and the Issues Committee to meet regularly. CARRIED

Resolved, (amendment) requesting that the Senate President discuss with Dr. Lease the options for communication between the administration and the Issues Committee and to discuss the creation of a college-wide committee called the "Issues Committee." CARRIED

Resolved, that the Lake Tahoe Community College Academic Senate authorize the candidacy of the vice-president, Scott Lukas, for the office of Interim Secretary/Secretary. CARRIED

Resolved, that the Academic senate direct its members of the curriculum committee to encourage the committee to adopt a policy on maximum class size based on learning environment, and that this policy be part of curriculum forms for all classes and, that the recommended policy attached to this resolution may be used at the discretion of the curriculum committee. READING #1

October 20

Resolved, that the Academic Senate President notify the administrators of the Senate's concerns that the administration did not communicate back to the Senate the reasons that their decision on hiring new full-time faculty varied with the Senate's recommendations and communicate the need to establish a process to ensure that the Senate receive a communication back when our recommendations are not adopted. CARRIED

Resolved, that the Computer Science committee be allowed to suspend its recommendation of the Master's Degree for the Computer Science faculty position due to its vocational nature. CARRIED

November 3

Resolved, that the Academic Senate donate $350 to the 2000 Holiday Party fund from Hearts and Flowers/Sunshine Fund. CARRIED

SAMPLE

Resolved, that the Academic Senate directs Kurt Green, as president of the faculty senate, to place John Perry on the History/Political hiring committee either as an addition or a replacement. FAILED

November 17

Resolved, that by January 1, 2001 if the faculty association cannot provide an absolute guarantee that involuntary money will not be taken from faculty paychecks as a result of affiliation with the CTA, the academic senate recommends that the faculty association will disaffiliate itself with the CTA. POSTPONED INDEFINITELY

December 1

Resolved, that the Academic Senate recommends that the Board of Trustees commit Lake Tahoe Community College to the inclusion of Distance Education in the LTCC curriculum and provide appropriate resources for this new learning modality and that the Senate directs the Senate President to deliver this resolution at the next regular Board meeting. CARRIED

Resolved, that the Academic Senate goes on record as favoring non-restrictive interpretations of Board policy 7.21 and Regulation 7.21, and that President of the Academic Senate is directed to meet with the Superintendent/President of the college with the purpose of encouraging him to reconsider the restrictive interpretation currently in effect. CARRIED

January 5

Resolved that the Senate support the temporary full-time position for Non-Credit ESL and that the Academic Senate make its support known to the Administration and that the position will not have an automatic priority in future tenure track hires. CARRIED

February 2

Resolved, that the Lake Tahoe Community College Academic Senate wishes its congratulations and support to Vice-President Lori Gaskin and that the Academic Senate communicate its congratulations for Dr. Gaskin to the Lake Tahoe Community College Board of Trustees. CARRIED

February 23

Resolved, that the Faculty Senate recommends that when the opinion of Administration differs from formal recommendations of the Senate that the Administration confer and share any additional information that may help clarification of the issue with the Senate before making a final decision and that the Faculty Senate recommends that, in situations with unusually short time lines, information on hiring decisions be made available as soon as possible (ideally at least a week) prior to the day that voting or other action is requested from the Academic Senate. CARRIED

SAMPLE

Resolved, that the senate direct the Senate President to pursue, with the administration, a collaborative process for developing a final list for new faculty hires each year. TABLED

Resolved, that President's Holiday be a four-day holiday in 2002. CARRIED

Resolved, that we have a September (12th) and a December (7th) flex day in 2001-2002. CARRIED

March 2

Resolved, that the Senate recommends for the year 2001-2002 two group flex days (one devoted to departmental activities), and five to seven total flex days, that there be one week of instruction following Thanksgiving, that the Senate recommends a 4-day President's holiday weekend (Friday-Monday), and that the Senate recommends Monday through Thursday finals in winter quarter. CARRIED

Resolved, that the senate direct the Academic Senate President to pursue, with the administration, a collaborative process for developing a final list for new faculty hires each year. CARRIED

Resolved, that the Academic Senate of Lake Tahoe Community College authorizes the candidacy of the vice-president, Scott Lukas, for statewide executive committee office. CARRIED

March 16

Resolved, that the Academic Senate supports having the Intensive Spanish Summer Institute the first or second full week of August, but no later than the second week of August (as suggested in the previously passed resolution of 3/99, which is OPTION 3 of the summer school options), and that the Academic Senate recommend that the calendar: (a) provide, if possible, some break between the end of Spring Quarter and the beginning of Summer quarter, (b) have no split finals week, that the Academic Senate supports having the Intensive Spanish Summer Institute start no later than Monday, August 14th and that the Academic Senate recommends to the Academic Senate President to establish a subcommittee of interested Senate members and Administrators to gather data and continue researching alternative summer school calendars as soon as possible. The said committee will report back to the entire Academic Senate regularly with findings so as to propose a long-term solution to this "issue" in the future. CARRIED

April 6

Resolved, that the Academic Senate support the revision to the Board Policy manual 7.21 as presented. CARRIED

SAMPLE

May 4

Resolved that the Academic Senate of Lake Tahoe Community College commends the Intensive Summer Spanish Institute, its directors Diane Rosner and Sue O'Connor, and all persons associated with the program. CARRIED

Resolved, that the Academic Senate offer congratulations to Sue Tartar and her program being awarded the outstanding Two-Year College Program Award for 2001. CARRIED

Resolved, that the faculty accept by acclamation the three officers of the Academic Senate for the 2001-2002 academic year. CARRIED

Resolved, that the academic senate establish a process to prioritize hiring of new fulltime faculty. CARRIED

May 25

Resolved, that the Academic Senate approve the 2001 Bylaws Revision. CARRIED (2/3 of membership).

Resolved, that the Academic Senate supports the faculty hiring priority list in the order of Emergency Medical Services, French/Italian, Spanish, German, Physical Education, Cooperative Work Experience. TABLED

June 8

Resolved, that the Academic Senate of Lake Tahoe Community College supports the hiring of a fulltime, noncredit English as a Second Language Instructor starting the year 2001-2002.

SAMPLE

Technical Assistance

Assistance To Ensure Effective Participation In District And College Governance

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral addition by any of the parties involved in the local decision-making process.

The jointly sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district college administrators and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what kind of assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The President of the Academic Senate and Executive Director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. **No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and the local academic senate president.**

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards. Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: (1) informational Presentation, (2) advisory assistance, (3) issue resolution, and (4) special workshops and presentations.

(1) Informational Presentation

The **informational presentation** service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practice highlighted, and questions answered.
This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

(2) Advisory Assistance

The **advisory assistance** service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administrators.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

(3) Issue Resolution

The purpose of the **issue resolution** service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be Resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct, or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided, if requested.

(4) Special Workshops And Presentations

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

AB1725 Implementation

Assistance Request

(Academic and Professional Concerns)

This form is intended to provide faculty and administrators in California community colleges with a way to request the initiation of a process which may assist colleges in resolving perceived problems in the implementation of AB1725 mandates. It is hoped the form will be filed jointly by the Chief Executive Officer, on behalf of the local governing board, and the local academic senate president. However, a request form submitted by one will be sufficient to initiate the process.

Name(s) _____

Title(s) _____

College _____

College Phone Email Address _____

Best time to Call _____

Areas of Concern (Check appropriate area):

- ☐ Shared Governance
- ☐ Curriculum
- ☐ Minimum Qualifications
- ☐ Equivalence
- ☐ Peer Review
- ☐ Administrative Retreat Rights
- ☐ Budget Process
- ☐ Disciplines
- ☐ Hiring
- ☐ Tenure
- ☐ Evaluation of Administrator
- ☐ Other (please specify)

Request for Actions: On a separate page briefly explain the nature of the problem, how you have tried to solve it, and the individual(s) involved.

Please mail or fax this form to:

Community College League of California or
2017 O Street, Sacramento, CA 95814
Fax: (916) 444-2954
Email: cclc@ix.netcom.com

Academic Senate for California Community Colleges
428 J Street, Suite 430 Sacramento, CA 95814
Fax: (916) 323-9867
Email: asccc@ix.netcom.com

120

AAUP/Academic Senate Agreement

Agreement on an Organizational Relationship Between the Academic Senate for California Community Colleges ("ASCCC") and the American Association of University Professors ("AAUP")

Purpose

The AAUP and the ASCCC agree to an organizational partnership as a means of enabling the AAUP to contribute in a systematic fashion to the ASCCC's ongoing mission of strengthening faculty governance in California community colleges. It is the parties' shared belief that promoting adherence to AAUP principles and policies will insure to the benefit of two-year faculty and institutions in California.

Organizational Contacts and Communication

The AAUP shall designate a liaison to the ASCCC, and the ASCCC shall designate a liaison to the AAUP. Liaisons will be invited to all relevant meetings of each organization.

The AAUP shall invited interested officers of the ASCCC, as well as governance leaders from individual campuses, to attend workshops conducted by the AAUP that address governance and related concerns, and issues specifically relating to community colleges. The ASCCC will assist the AAUP in publicizing such workshops.

Programs and Services

AAUP staff and leaders will be available on a regular basis (anticipated as two events per year) as speakers, or as workshop or panel participants, at meetings such as the ASCCC spring and fall plenaries, the Leadership Institute, and other statewide meetings of a similar nature. Topics that may be addressed will consist of all areas of AAUP's programmatic work, including the following:

- governance practices
- academic freedom and tenure
- part-time and non-tenure track appointments
- status of women and faculty of color
- economic status of the profession
- distance education and intellectual property
- legal developments
- government relations

If requested, and if logistically feasible, the AAUP will make speakers available to conduct additional educational forums on governance and other matters as noted above on individual campuses.

AAUP staff / leaders shall be available on an occasional basis to furnish guidance to the ASCCC regarding governance problems and other matters as noted above that arise on individual campuses, or of a statewide nature.

The AAUP shall advise the ASCCC and invites its governance leaders to participate in AAUP activities not specifically tailored for the ASCCC, including the following:

- national conferences on governance and other topics
- training opportunities, including: the annual Summer Institute; national leadership trainings dealing with academic freedom and governance matters; and regional trainings

Agreement on an Organizational Relationship Between the Academic Senate for California Community Colleges ("ASCCC") and the American Association of University Professors ("AAUP")

When the involvement of AAUP in a Technical Assistance Visit is called for, the AAUP shall make available knowledgeable individuals to: conduct a campus visit with necessary consultations; issue a written report incorporating recommendations for the parties on the campus; and conduct necessary follow-up. (It is the expectation of the AAUP and the ASCCC that such Technical Assistance Visits will be conducted on an infrequent basis, approximately one every two years. But it is understood that within the constraints of the availability of knowledgeable individuals, the AAUP may provide this service on a more frequent basis.)

The AAUP President will invite the president of the ASCCC to submit names of potential appointees to AAUP standing and ad hoc committees.

Financial Arrangements

For the services set forth above, the ASCCC shall make annual payments to the AAUP of $10,000. At the option of the ASCCC, the payments may be made on a quarterly basis. The first payment installment will be due within 60 days of the effective date of this agreement.

The ASCCC shall reimburse the AAUP for actual reasonable expenses incurred (transportation, lodging, food) for on-site Technical Assistance Visits.

Duration

This agreement shall initially be for a period of three years, commencing January 1, 2000. The parties shall review its terms six months prior to expiration, with the intention of making any necessary revisions before renewing.

For the AAUP [Signatories]	For the ASCCC: [Signatories]
James T. Richardsen	Linda Collins
4/2/00	4/10/00
Mary Bergan	Hoke Simpson
4/4/00	4/10/00

Consultation Process

California Community Colleges Consultation Process

Consultation Process (from the Board of Governors Standing Orders and the Chancellor's Executive Orders)

Representing the voice of the local senate, through the resolution process, the Executive Committee of the Academic Senate for California Community Colleges gives direction to the Board of Governors on all academic and professional matters that are at the system-wide level. In order for the Executive Committee to effectively represent the collective voice of the faculty in the consultation process, the voting delegate representing the voice of the local senate, has the responsibility to carry local positions on issues to the plenary session. Through the resolution process, the voting delegates give direction to the Executive Committee in matters affecting the consultation process. It is important to understand how significant the representation responsibility of the voting delegate is and how that vote influences decisions made through the consultation process. What follows is the adopted policy of the Board of Governors on the Consultation Process.

The Board of Governors has adopted an overall policy on Consultation as well as Standing Orders (Sections 330-342) which establish the basic structure of the Consultation Process (see chart, Appendix C). The Standing Orders further direct the Chancellor to adopt such Executive Orders as are necessary to implement these Standing Orders and Board Policy. The following Chancellor's Executive Orders are established to carry out this directive.

The Consultation Council shall consist of the Chancellor of the California Community Colleges and the following membership:

Institutional Representatives

2 chief executive officers of community college districts, who shall be selected by the Chief Executive Officers of the California Community Colleges

2 community college faculty members, who shall be selected by the Academic Senate for California Community Colleges

2 students, who shall be selected by the Student Senate

1 chief business officer, who shall be selected by the Association of Chief Business Officers

1 chief student services officer, who shall be selected by the California Community Colleges Chief Student Services Administrators Association

1 chief instructional officer, who shall be selected by the Chief Instructional Officers of the California Community Colleges

1 chief human resources officer, who shall be selected by Chief Human Resources Officer/Affirmative Action Officer

Organizational Representatives

1 representative of the Association of California Community College Administrators
1 representative of the California Student Association of Community Colleges
1 representative of the Community Colleges Association/California Teachers Association
1 representative of the Community College Council/California Federation of Teachers
1 representative of the California Community Colleges Independents
1 representative of the Community College League of California
1 representative of the California School Employees Association
1 representative of the Faculty Association of California Community Colleges

To further inform and facilitate discussion, the Chancellor may invite other organizations, individuals, and staff to participate in selected discussions of the Council.

The Academic Senate

(a) Consistent with the intent of 53206 of Title 5 of the California Code of Regulations, the Board of Governors recognizes The Academic Senate of the California Community Colleges as the representative of community college faculty on academic and professional matters.

(b) The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system wide level shall be made by the Academic Senate; provided, however, that where such councils, committees, or task forces established in conjunction with Consultation have organizational representatives, these representatives shall be appointed by the respective organizations.

(c) The Academic Senate, in conjunction with the Chancellor and designated staff, will initiate and/or respond to requests to develop policy on academic and professional matters. The identification of such matters will be made by the Chancellor, in consultation with the Consultation Council. Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter. In providing this advice and judgment, The Academic Senate is committed to engage and consider the views of participants in Consultation, the affected community college constituencies, the general public, and other comments and concerns the Chancellor is legally required to consider.

Roles of the Chancellor and Chancellor's Staff

The Chancellor will promote efforts to obtain jointly-developed recommendations arrived at through Consultation. While substantial deference will be afforded to jointly developed recommendations, the Chancellor reserves the right to make a different recommendation to the Board of Governors. Also, in the event that, despite good faith efforts, consensus has not been reached through Consultation, and there is a need to act, the Chancellor reserves the right to take a recommendation to the Board of Governors. In either instance, it will be the practice of the Chancellor, before taking a recommendation to the Board, to discuss with the Consultation Council his or her concerns with any problematic recommendations and his or her reasons for recommending a different action.

Under the Board of Governors Standing Orders for consultation, the Executive Committee of the Academic Senate is recognized as one of seven standing consultation councils (see chart, Appendix C). In addition to the other councils who represent administrators and students exclusively, there are representatives from four other faculty organizations: FACCC, CTA, CFT, CCCI. (These four faculty organizations, with the Academic Senate, constitute an informal, non-sanctioned, deliberative group, the Council of Faculty Organizations, or COFO.) All of the councils provide individual recommendations to the Chancellor on system wide issues, after which the Chancellor forwards a recommendation to the Board of Governors.

Conclusion

The effectiveness of the Academic Senate for California Community Colleges in determining the direction the California Community Colleges will follow on academic and professional matters is dependent on the effectiveness of voting delegates representing their local senates. Whereas the delegate is the representative of all the faculty who are members of their local senate, the Academic Senate for California Community Colleges is the representative of all the local academic senates (Title 5, §53206). Taking the position of voting delegate is a significant responsibility and must reflect the commitment of a true representative process. Decisions that will be made as a result of the recommendations and direction of the Academic Senate for California Community Colleges will affect the success of the students in the system for many years to come.

"Executive Orders of the Chancellor on Consultation," Consultation Handbook, July 2001

SAMPLE CONSULTATION DIGEST

Title: Transfer Rate Definition: Follow-Up Research

Date: November 9, 2001

Contact: Judith James, Vice Chancellor, Student Services & Special Projects
Patrick Perry, Interim Vice Chancellor, Technology, Research & Information Services

Issue:

At the October 18, 2001 Consultation Council meeting, consensus was reached that the Chancellor's Office should adopt a new official definition of transfer rate. Options were presented and the council reached consensus on the use of a rate that measures success in transferring students who attempt transfer math or English.

The Consultation Council members expressed concern that perhaps it would be appropriate to limit this group to students who have completed a minimum number of units. Staff were asked to return with data on unit limitations to complete the discussion.

Background:

The attached table displays the requested data. The top area of the table restates the cohort of all students. The next three sections provide data for the chosen subpopulation (those who attempted transfer math and English) broken down into 1) all students regardless of units, 2) students who completed at least 6 units, and 3) students who completed at least 12.

Recommendation:

We are seeking the Consultation Council's advice on which of the three alternatives to use as the official transfer rate.

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Academic Senate Area Divisions

Area Representation

There are four existing Areas that represent the traditional grouping of the local senates. This four Area grouping has been the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. One representative is elected from each of the Areas of the state. There are also two representatives from the north, two from the south and two at-large.

Area A is made up of twenty-five colleges, Area B of thirty, Area C of twenty-six, and Area D of thirty-one. It is the responsibility of the Executive Committee members to maintain contact with the local senates. The local senates may contact their nearest Executive Committee member, the Academic Senate Sacramento Office, any Executive Committee member with special expertise, or their representative on the Relations with Local Senates Committee.

There are fifteen Executive Committee members to serve over a hundred college and district senates. The number of colleges, in addition to geographic considerations, presents the Executive Committee with a serious level of responsibility and challenge to effectively serve the constituents of the local academic senates throughout the state.

Area meetings are held prior to the Fall and Spring Plenary Sessions and are necessary to discuss and develop resolutions as needed regarding the issues that will be voted on at the session. The local senate president, as well as other interested local senate members may also attend area meetings. The local senate delegate represents the positions and perspectives of his or her local senate at these meetings, as well as engaging in information gathering to take back to the local senate for direction before the Session.

Area Representation on the Relations with Local Senates Committee

The Relations with Local Senates Committee is composed of two representatives from each of the four Areas, A-D, and a chair, who is a member of the Executive Committee. The eight area representatives on the Local Senates Committee are usually not Executive Committee members, but are volunteers—often local senate presidents—who have agreed to provide a link between the colleges in their areas and the statewide Academic Senate. Through the area representation on the Local Senates Committee, the Executive Committee is provided with support from representatives who have the benefit of personal access, insight, and historical background information related to the specific needs of the local academic senates. The structure of the Relations with Local Senates Committee facilitates a close, practical relationship between the local academic senates and the Executive Committee of the Academic Senate for California Community Colleges.

127

It is the goal of the area representatives on the Relations with Local Senates Committee to maintain regular contact with the colleges in their areas, through email, telephone, and visits to local senate meetings. In their roles as links between the statewide Academic Senate and the local senates, the representatives will 1) Discuss issues of concern to the local senates; 2) Inform the Executive Committee of local issues and request assistance if necessary; 3) Discuss system-wide issues and provide feedback to the Executive Committee; and 4) Inform local senate leaders about state level issues, preparing them for decision making at Plenary Sessions.

Area A

American River College
Bakersfield College
Butte College
Cerro Coso College
Columbia College
Cosumnes River College
Feather River College
Fresno College
Lake Tahoe College
Lassen College
Los Rios CC District
Merced College
Modesto Junior College
Porterville College
Redwoods, College Of The
Reedley College
Sacramento City College
San Joaquin Delta College
Sequoias, College Of The
Shasta College
Sierra College
Siskiyous, College Of The
Taft College
West Hills College
Yuba College

Area B

Alameda, College Of
Cabrillo College
Cañada College
Chabot College
Contra Costa College
Contra Costa CC District
De Anza College
Diablo Valley College
Evergreen Valley College
Foothill College
Gavilan College
Hartnell College
Laney College
Las Positas College
Los Medanos College
Marin, College Of
Mendocino College
Merritt College
Mission College
Monterey Peninsula College
Napa Valley College
Ohlone College
Peralta District
San Francisco, City College Of
San Jose City College
San Mateo, College Of
San Mateo CC District
Santa Rosa Junior College
Skyline College
Solano College
Vista College
West Valley College
West Valley CC District

Area C

Cerritos College
Citrus College
Compton College
East Los Angeles College
El Camino College
Glendale College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical
Los Angeles Valley College
Mt. San Antonio College
Pasadena City College
Rio Hondo College
Santa Monica College
West Los Angeles College
Los Angeles CC District

Midcoast Area C:

Allan Hancock College
Antelope Valley College
Canyons, College Of The
Cuesta College
Moorpark College
Oxnard College
Santa Barbara City College
Ventura College

Area D

Barstow College
Chaffey College
Coastline College
Copper Mountain College
Crafton Hills College
Cuyamaca College
Cypress College
Desert, College Of The
Fullerton College
Golden West College
Grossmont College
Imperial Valley College
Irvine Valley College
Long Beach City College
Miracosta College
Mt. San Jacinto College
North Orange CCD/Noncredit
Orange Coast College
Palo Verde College
Palomar College
Rancho Santiago CC District
Riverside City College
Saddleback College
San Bernardino Valley College
San Diego Centers For Education And Technology
San Diego City College
San Diego Mesa College
San Diego Miramar College
Santa Ana College
Santiago Canyon College
Southwestern College
Victor Valley College

Senate Delegate Roles and Responsibilities

Definitions and Role of the Voting Delegate

A Senate Delegate is a faculty member selected by a local senate to represent that local senate in a voting capacity at the Plenary Session of the Academic Senate for California Community Colleges. This delegate may be a local senate president, vice president, or any faculty member designated by the local senate.

A Senate Delegate has the responsibility to operate in a truly representative capacity. In order for a delegate to fulfill this representative responsibility, the delegates must keep well informed of their local senate's positions on issues, as well as informed on the issues at the state level. The California Education Code (Title 5, Sec. 53200) defines the academic senate as an "organization whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters." The Senate Delegate, therefore, represents the local senate's recommendations on academic and professional matters at the system wide level, giving direction through the resolution process to the Executive Committee of the Academic Senate for California Community Colleges.

Serving in a representative capacity, the Senate Delegate has numerous responsibilities that occur before, during, and after each plenary session.

Before the Session:

1. Become familiar with the structure, purpose and history of the Academic Senate.
2. Attend Area meetings to gain early information on statewide issues that will be addressed at the Plenary Session.
3. Review pre-session materials and encourage faculty with subject matter expertise/ responsibility to attend.
4. Discuss the issues with the local senate to identify faculty positions. Such positions may take the form of resolutions to be presented at the plenary session.
5. Study, distribute and discuss pre-session resolutions with the local senate to receive direction prior to the Area meeting.
6. Attend the Area meeting representing the positions of your local senate and carrying forward local senate resolutions for the Plenary Session.

During The Session:

1. Review documents in the session packet, e.g., pre-session resolutions, papers, etc.
2. Network with colleagues, attending the Session for additional information and perspectives on issues.
3. Attend breakouts and divide up your college delegation among breakouts you cannot attend.
4. Participate in Area meeting/ resolution writing sessions.
5. Write and sponsor resolutions based on discussion/ issues in breakouts.
6. Sponsor and carry resolutions sent by your local academic senate to the session.
7. Represent the position of your local senate during the resolution debate and voting session at the conclusion of the Plenary Session.
   8.Vote for Executive Committee officers and members as defined in Appendix D.

After the Session:

1. Report the results of the Plenary Session back to your local senate.
2. Distribute appropriate information among the campus community.
3. Maintain contact with your Relations with Local Senates Committee contact and with other senate presidents in your area to remain current on statewide issues and brainstorm local issues.
4. Continue to inform the local senate in preparation for next Plenary Session.

Tips For the Voting Delegate:

At the Plenary Session it is important to focus your energies and become as informed on the issues as possible. The following is a list of tips for effective delegates:

1. **Spread your team around.** If more than one member from your college attends the session, review the schedule of breakouts and prioritize the issues and challenges that your district has struggled to solve. Schedule time to network during the Plenary Session.
2. **Get to know your colleagues.** From discussions with other senators, you may learn of senates that are working on similar issues and challenges that your district has struggled to solve. Schedule time to network during the Session.

3. Use your state representative. Your representatives on the Executive Committee and the Relations with Local Senates Committee members are ready to help you. A conversation with any one of them may provide you with needed information.

4. Attend the Delegate's Roles and Responsibilities Orientation. This orientation is provided at every Plenary Session to review the process of the Session and to address questions voting delegates may have.

5. Attend the Empowering Local Senates breakout. This breakout has been designed with delegates and senate presidents in mind. It will involve presentations and discussion on the basics of having an effective and truly representative senate.

In order to be an effective delegate it is important to maintain contact with your statewide Academic Senate representatives and with your local area colleagues, and to participate in Area meetings twice a year.

Academic Senate Committees/Chancellor's Office Committees, Task Forces & Advisory Committees

COMMITTEES OF THE ACADEMIC SENATE:

Standing Committees:

Affirmative Action and Cultural Diversity Committee
Basic Skills Committee
Counseling and Library Faculty Issues Committee
Curriculum Committee
Educational Policies Committee
Faculty Development Committee
Legislation and Governmental Relations Committee
Occupational Education Committee
Relations with Local Senates Committee
Research Committee
Standards and Practices Committee
Technology Committee

Operational Committees

Budget Committee
Elections Committee
Resolutions Committee

Chancellor's Office Advisory Committee Membership:

Alternative Media
Basic Skills
Career Development and Placement Center Task Force
Counseling Advisory Committee
Cooperative Work Experience and Placement Advisory
Distance Education Technical Advisory Committee (DETAC)
DSP&S Regional Coordinators
Ed>Net Executive Committee
EOPS Allocation Task Group
EOPS Regional Coordinators
Facilities Task Force
Financial Aid Regional Representatives
Financial Access Task Force

Human Resources Technical Assistance Teams
Legislative Advocacy
Library and Learning Resources
Matriculation Advisory Committee
Matriculation Assessment Committee
Matriculation Site Visits
Non-Credit
One-Stop Career Center Task Force
Professional Development
Public Safety Advisory Committee
Readers for Competitive Grants
Research and Accountability Technical Advisory
Student Right-to-Know Task Force
Student Services Think Tank
TTAC
Tech Prep Committee
Vocational Education State Advisory Committees

Nomination/Application to Serve on a Senate/State Committee

Please type or print legibly

Name _____
College _____
College Phone _____
College Fax _____
E -mail Address _____
Home Address _____
City/State/Zip _____
Home Phone _____
Home Fax _____
Discipline _____
Local Senate Experience _____

Areas of Concern/Interest/Expertise _____

What Senate Committee(s) Are You Interested In Serving?

1. _____
2. _____
3. _____
4. _____
5. _____

Briefly Explain Your Qualifications _____
_____
_____
_____
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_____
_____
_____
_____
_____

The following information will help the academic senate fulfill its commitment to ethnic and gender diversity as well as it's commitment to part-time and non-credit faculty.

Check all of the following that apply:

❑ Full Time ❑ Part Time ❑ Noncredit
❑ Female ❑ Male

Self Identification of Ethnicity _____

Disabled:
❑ Yes ❑ No

Vietnam-era Veteran:
❑ Yes ❑ No

I give my permission for the information on this application to be made available to the Chancellor's Office, CPEC, and other state, Federal, or independent agencies that may request it for appointment purposes.

I understand, as a condition of appointment, that a change in my faculty status (i.e. acceptance of an administrative position) or my inability to attend meetings will necessitate a resignation, and I will notify the Academic Senate President immediately, so that a replacement may be selected. I further agree to keep the Academic Senate President informed by written reports of the activities of the committee or other group to which I may be appointed.

Signature _____
Date _____

Thank you for your willingness to serve. The Academic Senate pool of applicants may exceed requests for appointments, but every effort is made to involve as many faculty as possible. Please feel free to update your application at any time.

Mail Application to:

The Academic Senate
428 J Street, Suite 430
Sacramento, CA 95814
Phone: 916/445-4753
or Fax: 916/323-9867

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428 J Street, Suite 430
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